

Intro Sociology Class Slides

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Note on how to use these slides: These are the slides that I'll be showing each day during my class lectures. Wherever you see an underlined blank space you need to write in the critical word or two I left out of the slide (this helps to you learn the material and motivates you to come to class). The blank spaces after each slide are there for you to add the details or examples of each slide that we will talk about in class. Also, since color printing cartridges usually cost a lot more than black and white ones, if money is an issue you can print these in black and white (in Adobe go to: File/Print/Properties Tab, then select "black & white").

Note: There is not a slide for everything we talk about in class, so to take those notes you must either bring a separate notebook, or print these slides as a single-sided document so you can add notes to the back side of each page.

Unit 1: Intro

S0a) Focus of Course: Week 1: What is Sociology? **Weeks 2-3:** What theories explain how society works, and how do sociologists get their evidence (i.e., research methods); **Weeks 4-12:** How is society held together by culture, structure, socialization, and the stratification systems of race, class & gender? **Weeks: 13-17:** What do sociologists know about crime, deviance, justice, sexuality, the family, and social change/movements?

S3) SOCIOLOGY: DEFINITION & TARGET

DEFINITION: The systematic & scientific study of human behavior, groups, society, and the general social patterns/trends which are found in society.

TARGET OF STUDY: Everything from "social interaction, experiences, social acts, relationships, social organizations, structures or institutions and even world systems.

S4a) WHAT DO SOCIOLOGISTS AGREE ABOUT?

- Social life is not haphazard (there are patterns/predictability to social life)
- Our job is to learn what those patterns are and why they occur.
- Study of patterns important since it allows us to see how an individual's problem might be shaped by factors such as the economy, the educational system, religious attitudes, etc.

**S4b)
Music
Down-
Loading
Demo-
Graphics**

All adults	22%	29%	29%
Men	24%	36%	32%
Women	20%	23%	26%
Whites	21%	26%	28%
Blacks	29%	30%	37%
Hispanics	35%	46%	35%
Age cohorts			
18-29	37%	51%	52%
30-49	19%	23%	27%
50 +	9%	15%	12%
Household income			
Under \$30,000	28%	36%	38%
\$30,000-\$50,000	24%	31%	30%
\$50,000-\$75,000	20%	29%	28%
\$75,000+	15%	24%	26%
Educational attainment			
Less than high school	38%	55%	39%
High school graduate	25%	31%	31%
Some college	25%	32%	33%
College degree or more	15%	21%	23%
Internet user experience			

S4c: Task of Sociology

- Sociology's job is to learn what patterns exist & why they occur.
- Studying patterns allows us to examine how the behavior & attitudes of individuals and groups are shaped by factors such as the economy, the educational system, religion, the media, etc

S4d) POWER OF SOCIOLOGY:

Ability to show how even the seemingly most personal/private aspects of our lives are actually shaped and explained by larger social forces

S4e) Durkheim's Task

- 1890s: Emile Durkheim wanted to demonstrate why sociology was an important field & discipline;

Previously Suicide was attributed to:

- individual's psychological problems or genetic inheritance;
- Seen as totally dependent on the individual.

S5a) Durkheim's Method:

- Examine all government statistics on suicide, analyzing:

-who killed themselves?

-where, why, what age?

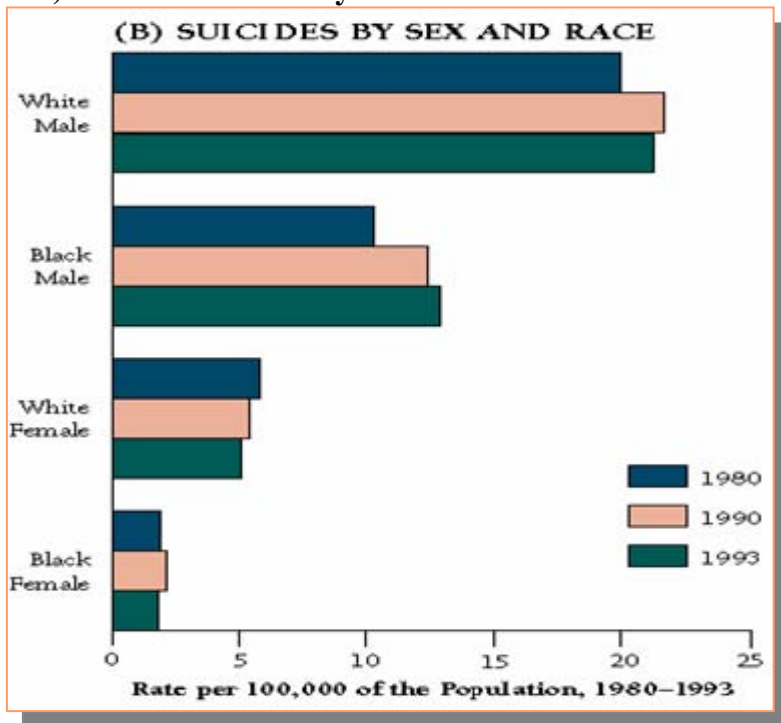
-under what situations?

- Found incidents of suicide followed very clear patterns

S5b) Durkheim's Theory of Anomie/Integration

- extreme individualism → lower social integration & social ties → low morale;
- low morale → higher likelihood of committing suicide.
- Theory Helps predict:
 - 1) what kinds of kids are likely to turn into _____;
 - 2) what kinds of kids are likely to _____;
 (helps explain _____).

S5c): US Suicide Rates by Sex & Race of Individual



Unit 2: Theory

S6b) Durkheim's Take on Modernity:

- Specialization under capitalism produces a socio-economic division of labor;
- The division of labor creates a myriad of dependencies;
- Dependencies force everyone to follow certain rules & norms to get their needs met (i.e., mechanical solidarity cedes to organic solidarity);
- Interdependencies are the new glue of society.

S7) Marx's Take on Modernity: Class struggle & the Clash of Ideas drives human history;

- a) Rome: Slaves vs. Roman Empire → _____ was a big step forward for Europe.
- b) French Revolution: Anti-Feudalist struggle frees peasants & merchants from Aristocratic law → _____ was a big step forward for Europe.
- c) Capitalist need to increase profits → increasing automation & wage cuts until _____
_____ → Socialism is the next step in human progress.
- d) Changes in the economic base → changes in politics, culture & religion (i.e., false consciousness-see S12b))

S8) Weber's Take on Modernity

- Economics shape society, but so do _____ & _____;
_____ & rationalization are the driving forces of modern society;
_____ & technology gain increasing control over people's lives.

S9) Theory vs. Theoretical Perspective:

Theory: a set of interrelated _____ or _____ that attempt to _____ some phenomenon.

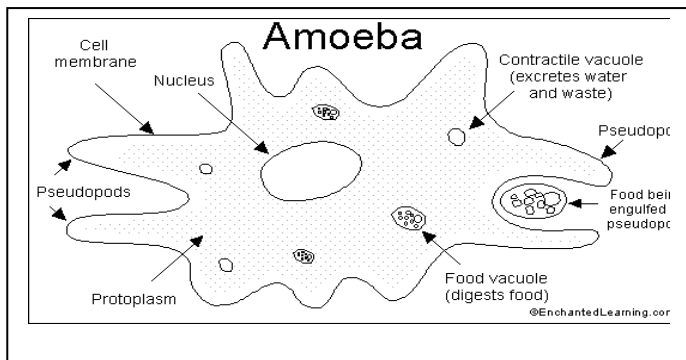
Theoretical Perspective: a whole way of _____: it determines your assumption, interpretation of information, etc.

S10a) The Functionalist Perspective:

- Society is held together by shared _____;
- Society is a joint effort of many institutions & roles _____
_____;
- The Primary cause of social problems is _____, which generally result from rapid social change, or from deviant individuals.



S10b) Functionalism - Society as an Organism:



If so, what would its components consist of?

(S11) Manifest vs. Latent Effects

- Manifest Effects: the _____ consequences of a social component;
- Latent Effects: the _____ consequences of a component.

S12a] Conflict Perspective

- Society is held together by _____;
- Society is a struggle for _____ among competing _____;
- The primary cause of social problems is the _____ & _____ of some groups by others;
- _____ used by ruling elites to maintain power & control over resources.
- _____ & _____ against oppression are necessary to effect social change.



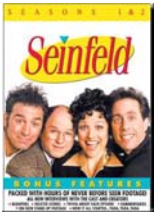
S12b) **False Consciousness:** According to Marxists, “false consciousness” occurs when subordinate, less educated groups adopt the _____ of the ruling or dominant group.

What happened to the number of Air Force recruits after “Top Gun” was released?



S13) Symbolic Interactionist Perspective:

- Individual behavior is based on the _____ & shared _____ we learn;
- Learning occurs during interactions between individuals & other people and groups;
- Primary cause of social problems is the way we _____ ourselves, others & our social situations.
- Solution: better understanding of each other and change in language used.



S14a-b) Assignment: Identify the Theoretical Perspective Adopted by Each Statement:

a) “Part of the reason that African Americans are seen as inferior to whites is because the language is biased against them. In European culture the color “black” has long been associated with “evil”, while the word “white” symbolizes “purity & goodness”.

b) As long as American workers don’t have the right to stage a general strike, labor will always be exploited by Corporate America. The General Strike has long been a main weapon for labor to oppose the considerable resources of management.

c) As long as women insist on putting their own career interests ahead of the needs of their children, the family will continue to fall apart in America. Americans must work together to give our children a decent upbringing.

15a) Criticism & Limitations of each Theoretical Perspective:

- Functionalism: too conservative & unwilling to recognize the tremendous divisions in society; promotes servitude of certain groups;
- Conflict Theory: overemphasis on competition & change fails to understand how the order & stability of everyday life are maintained;

- Symbolic Interactionism: focus on everyday interaction is illuminating but ignores the larger social structure & institutions that shape our everyday interactions.

S15b) Types of Sociology:

Microsociology: the detailed study of what people _____ during their everyday lives.

Macrosociology: _____-scale and _____-term social processes of organizations, institutions, and broad social patterns (i.e., the state, social class, the family, economy, culture & society, etc.)

Unit 3: Research & Methods:

S16a1) Experiment: a method for testing an _____ under **carefully** _____ conditions.

-The only way to scientifically “_____” a cause & effect relationship between two variables by ruling out all other plausible explanations.

S16a2) Experiment: Does Pornography Cause Violence Against Women?*

Step 1: 2 groups of male college students exposed to different kinds of pornography.

Group 1: 21 males view “non-violent porno”.

Group 2: 21 males view “violent porno”.

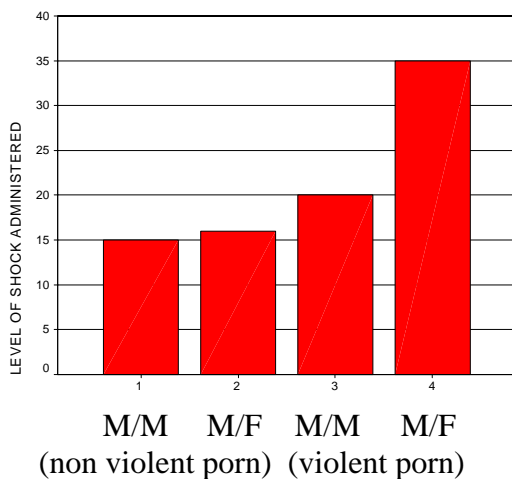
Step 2:

a) Males in experiment instructed to administer “painful blast of noise” to men & women who give wrong answers to any question given.

b) “Severity” of noise measured to determine level of “violence” towards each group.

* Sources: see Malamuth & Centi, 1986; and Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

16B) Results of “Does Porn Cause Violence?” Experiment:



See: Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

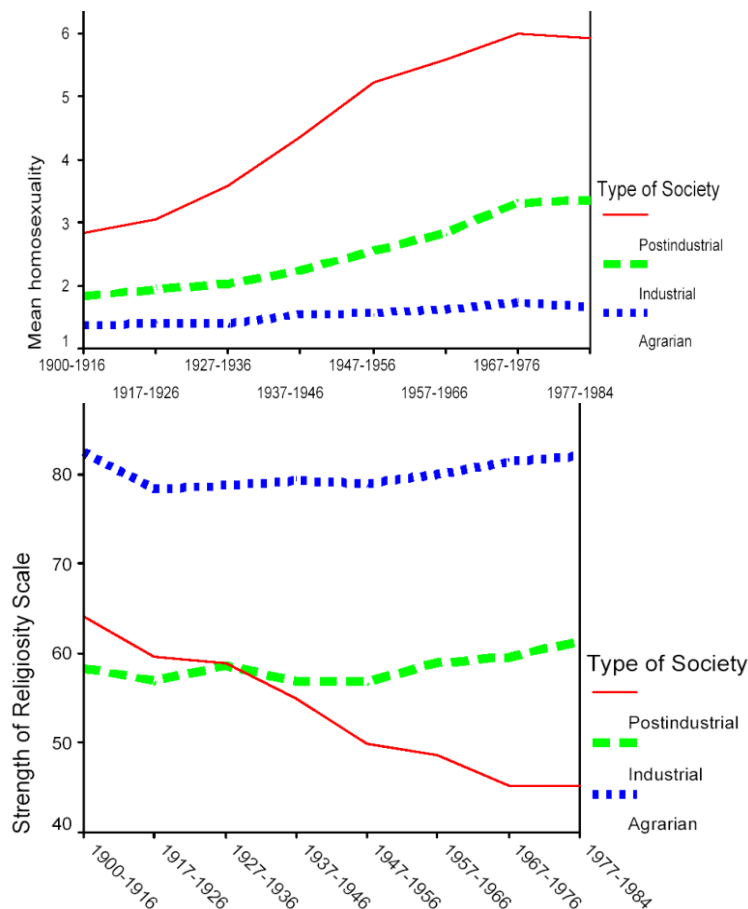
Conclusion of Researchers?

(S 16c) **SURVEY STUDIES:** _____ studies in which demographic info such as a respondents age, sex, income & religion is taken & people are asked their opinions on various questions. Then computer analyzed. Examples of?

S16d)

Survey Data: Male Attitudes about Homosexuality & Religiosity by Type of Society

(Source: *Rising Tide*, Inglehart
& Norris, 2002: 10-11 @
<http://ksghome.harvard.edu/~p.norris.shorenstein.ksq/ACROBAT/risingtide/Chapter%203.pdf>



S16e: Detached Observation: studying people who are _____ that they're being studied - without _____ with the group.

Study Question: Do bank customers favor tellers of their own "race" if tellers of various "races" are present?

Research Method:

1) Covertly record who goes where, 2) tabulate totals, 3) produce percentage figures of who each group favors.

S16f) Participant Observation: -becoming a _____ of a social group to understand how they _____ the world & act as they do (involves interaction & interviews).

- Why did Liebow study poor, urban Black men in the 1960s?
- How did he carry out the study?
- What did he find?

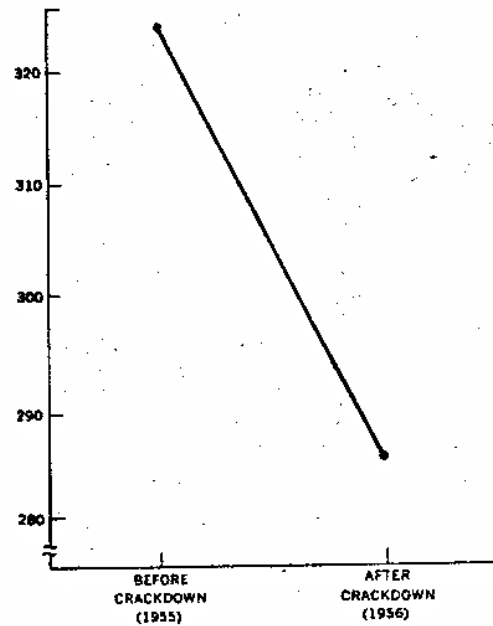
S16g) Content Analysis: The _____ codification/analysis of concrete _____
(i.e. physical) data. 1

% of Actors who's Looks are verbally Acknowledged on Camera, by Sex of Actor & Type of Media						
	TV Show Characters		<u>Film Characters</u>		<u>TV Commercial Characters</u>	
Statements:	Women (109)	Men (133)	Women (26)	Men (45)	Women (195)	Men (270)
% who had statements made about their looks	28	10	58	24	26	7

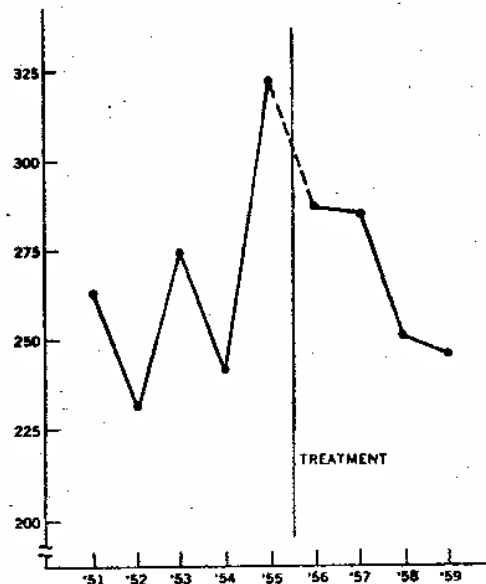
Times higher for women?: _____**x** _____**x** _____**x**
Source: <http://www.kff.org/entmedia/1260-gendr5.cfm> (4/1/97)

17a-c) Connecticut Crackdown on Speeding Fatalities: 1955-59

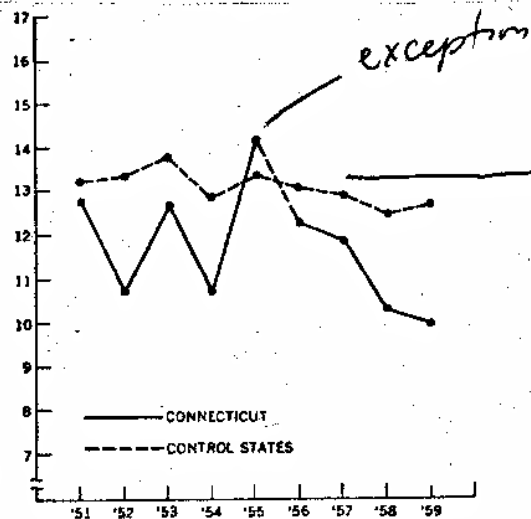
Campbell + Ross
 "The Ct. Crackdown
 on Speeding"
 in Tufte, E.
Quantitative
 Analysis of
 Social Problems
 Addison-Wesley
 1970



1 Connecticut traffic fatalities, 1955-1956.



2 Connecticut traffic fatalities, 1951-1959.



3 Connecticut and control states traffic fatalities, 1951-1959 (per 100,000 population).

Unit 3: Culture Slides:

S17d) Culture: “Mental Creations of humans”

Section Topics & Questions:

- 1) What is culture?
- 2) How does culture work?
- 3) What kinds of cultures exist?
- 4) How does culture create individuals in its own image?;

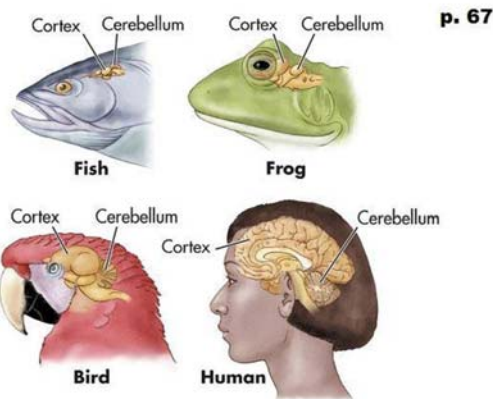
S18a) Instincts, Reflexes & Drives

-**Nerve Reflexes:** simple, involuntary _____ to external stimuli.
(examples? →

-**Drives:** powerfully felt, nearly _____ human needs.
(examples? →

-**Instincts:** behavior pattern that are: 1) complex, 2) unlearned, & 3) appear in all normal members of the species under identical conditions.
(examples? →

S18b) Larger Human Frontal Cortexes (FC) Enable Culture (FC Governs Impulse Control)



S19 Culture: all the _____ practices, beliefs, values and rules for proper conduct & material objects that members of a society use and/or share.

Name some examples:

S20) Definitions: Material vs. Non-Material Culture

Material Culture: culture composed of any _____
(Examples?

Non-Material Culture: culture consisting of all _____ & _____ practices
(Examples?

S21) **Components of Culture:**

Cognitive Culture: a society's symbols, language, beliefs, values & _____ of reality.

Symbol: anything that _____ another thing;

Belief: a system of _____ about the world (i.e., how we _____ the world to ourselves).

Values: shared _____ about what is socially _____.

S22): **Ways of looking at other People's Culture:**

Ethnocentrism: the tendency to judge other people's customs/culture by _____.

Cultural Relativism: the belief that because each culture is unique its customs need to be understood in relation to _____, not _____.

S23) Watch "**Muslim Wedding**" & Decide whether Gita & Karen are being ethnocentric or relativistic.
Gita in 1st Clip:

Gita in 2nd Clip

Karen:

Gita in 3rd Clip

S24) Normative Culture: the rules, norms & expectations for _____.

Norms: _____ & _____ for how we _____ behave & feel (usually not noticed until one is violated).

a) How do norms help us and allow us to interact?:

b) What are the drawbacks to having norms?:

S25) **HIERARCHY OF NORMS**

(weakest → strongest)

1) **Folkways:** norms governing the _____ things: violations receive only minor comments/raised eyebrows:

2) **Mores:** the _____ & _____ of society - violations likely to bring ostracism, suspension, expulsion, beatings, excommunication:

3) **Taboos:** mores _____ most states _____ bother to make laws against them

[S26a] **Dominant Culture:** The culture and practices of the _____ & _____
 _____ group in society.

Institutions of the Dominant Group/Culture:

- Pro-business & capitalism;
- Pro-Education;
- Only value heterosexuality;
- Preference for Nuclear Families;
- Christianity;
- Pro-Marriage;
- Law abiding (pay taxes, go to court, vote, etc.)
- Value Consumerism & Material Success.

S26b) TYPES OF CULTURES:

1). **Dominant Culture:** The culture of the _____ group in society.
 Examples?:

2) **Subcultures:** cultures that share many elements of the dominant culture but maintain their own distinct
 _____ & _____.
 Examples?:

3. **Countercultures:** cultures that _____ most of the wisdom & behavior of the dominant culture
 in _____ of their own ways.
 Examples?

S27a) Social Structure: the ability of a social order to structure people's relationships & interactions into
 _____ patterns. (see below)



S27b) Elements Holding Together Society:

- **Roles:** social behaviors & expectations associated with a particular social _____.
-Can be social/occupational/religious;

Describe a role and the expectations & responsibilities that go with that role.

S27c) Social Statuses: A Position within a Group or Society that determines how others _____
_____.

Types of Social Status:

- **Ascribed** (granted by _____):
- **Achieved** (i.e., _____):
- **Master** (so key or core it carries _____ in determining how others view & treat you):

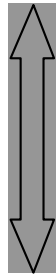
S27d) Different kinds of Social Groups:

- **Group:** an _____ association between a number of people who share some social, economic, or political role in common. (Example?)
- **Organization:** a _____ association of people dedicated to achieving some social, cultural, economic or political task or goal. (Example?)
- **Social Institutions:** relatively stable roles, behaviors & _____ designed to enable a _____ (Example?)

S27e) Stratification Systems: a system or systems that _____ people into _____, thereby giving each _____ a different degree of power, wealth, opportunities & privileges.

S27ee) GENERAL DISTRIBUTION OF WEALTH, POWER & PRIVILEGE IN AMERICA

High Wealth/Power/Privilege

<u>SEX</u>		<u>RACE</u>	<u>CLASS</u>
Males		Whites	Upper Class
			Upper Middle Class
			Lower Middle Class
Females		Minorities	Working Class
Low Wealth/Power/Priv.		Lower/Under Class	

S27f)



Levels of Society :

- »Individual Level
- »Primary Group Level
- »Secondary Group Level
- »Formal Organization
- »Institutional Level
- »Societal Level
- »National Level
- »Cultural Level/Civilizations

S27g) Eitzen's "Structure of Sport & Society"

<u>Baseball</u>	<u>Rural Society</u>	<u>Characteristics/Traits</u>	<u>Urban Society</u>	<u>Football</u>
		1) pace & sense of time:		
		2) Degree of Specialization:		
		3) Ability to be a star;		
		4) Level of Discipline		

Which world does soccer emerge from?

How does this explain soccer's current level of popularity in the US?

Unit 5: Socialization

S28) Socialization: What happens in socialization is that the social world is internalized within the child. The same process ... occurs every time the adult is initiated into a new social context or group. Society, then, is not only something "out there" ... but it is also "in here", part of our innermost being."

-Peter Berger, Invitation to Sociology.

29) **Socialization Defined:** the _____ whereby people acquire the _____ essential for effective participation in society.

S30) Social Learning Theory:

► the internalization of society's _____ occurs through the positive & negative _____ of our parents, peers & society via conditioning.

► ("conditioning": the process whereby the _____ of a behavior determine its _____ of occurrence)

S31) Logic Behind "Looking Glass Self" & "Taking Role of Generalized Other" Processes

- As social creatures humans worry about what others think of them, thus at a certain stage of development children acquire the ability to _____ as other's _____ them.
- This compels them to _____ to other people's _____ (i.e., social norms) to avoid looking foolish or inferior.

S32) Cooley's 3-Step Process Applied to Body Size

- 1) We imagine how we appear to other's...
- 2) We imagine how other's _____ our appearance...
- 3) We have an emotional reaction to our conclusion...

(S33) Impression Management:

Since people generally treat you according to how you _____ yourself, a psychologically healthy individual has no single, unitary self, but simply a collection of personas that tell others how they should be _____. Examples?

S34) Erikson's "Eight Stages of Development"

- | | |
|---|-----------------------------|
| 1) Infancy: | Basic Trust vs. mistrust |
| 2) Early Childhood: | autonomy vs. shame/doubt |
| 3) 4 th -5 th Year: | initiative vs. guilt |
| 4) 6 th Year-Puberty | industry vs. inferiority |
| 5) Adolescence | Identity vs. role confusion |
| 6) Young Adulthood | Intimacy vs. isolation |
| 7) Adulthood | Generativity vs. stagnation |
| 8) Old Age | Integrity vs. despair |

Unit 6: Gender

35) Topic Objectives:

- 1) How are "Sex Category Differences" & "Gender Differences" separate phenomena?
- 2) Are "gender differences" produced by biology or culture?
- 3) What causes the "Gendering Process"?
- 4) How does "Gender" create systems of culture & stratification?
- 5) What is sexism, and how does it oppress women and limit men in our society?

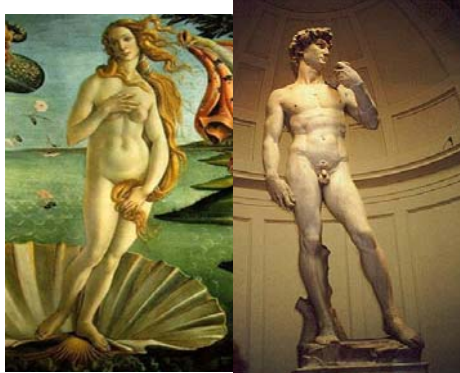
S35a) Sex Categories: The division of organic beings into different categories based upon their anatomical, genetic & reproductive differences.

- Easy to do with di-morphic animals.



Nala

Simba



Venus

David

S35b) Sex Differences

- the purely _____ differences that result from being born either a _____ or a _____.
- Males:
 - penis;
 - 30% stronger;
 - testes;
 - pronounced facial hair;
- Females:
 - vagina;
 - 30% weaker;
 - ovaries;
 - little facial hair.

S35c) Gender: A System of Culture & Stratification:

- As Culture: the cultural understandings of what constitutes _____ or _____ in a society (i.e. how one is supposed to act & feel if born _____);

- As Stratification: a system of stratification in which _____ assume and acquire more power, importance & privileges than do _____.

S35d) Discussion Questions for “Fight Like a Girl Club” Video Clip:

Instructions:

- 1) Make a list of all of the norms of masculinity that the men in this film are breaking.

- 2) According to the film, how is a real man supposed to act?

S35e) ”Sex Category Differences” vs. “Gender Differences”:

• **Sex Category Differences:** _____ based differences between the sexes (XX; XY; XXY; etc.)

- **Gender differences:** social behavior which _____ how one _____ about one's proclaimed _____ category.

S35f) Gender: Biology or Culture?

- Socio-biology: believes most behavioral differences between the sexes emanate from their different _____ traits; _____ determines gender differences.
- Social Constructionism: believes most _____ differences between the sexes are produced by _____
- _____ since each _____ creates & enforces different expectations, styles & roles for each sex.

S36a) Cultural Transmission Theory of Gender:**Socialization Theory of Gender:**

- Boys act masculine & girls feminine because they are _____ for acting that way by their relatives, peers & older members of society.
- _____ for proper behavior;
- _____ or _____ comments for inappropriate behavior);

S36b) Gender Socialization in the Classroom:

- Teachers call on boys more than girls;
- Teachers tolerate male (but not female) impulsiveness, rule breaking & interruptions;
- Teachers praise _____ aspects of boys' papers, _____ of girls' papers;

Apparent Result: Female _____ drops during puberty, but not for boys.

(S37a) Psychoanalytic Theory of gender:

1. different treatment as _____ causes different ego developments in each sex.
2. strong _____ in males (male infants _____ to go out and explore the world → leads to greater autonomy & self-confidence)
3. _____ in females (mothers much closer to and protective of their female infants → females never fully cut the umbilical cord psychologically)

S37aa) Lyrics to "Daddy's Little Girl" (A Heavily requested US Wedding Song)

And you're Daddy's Little Girl. You're the end of the rainbow. My Pot of Gold. You're Daddy's Little Girl to have & hold. A precious gem is what you are. You're Mommy's Bright & shining star.

You're the spirit of Christmas. My star on the tree. You're the Easter Bunny to Mommy & me.

You're sugar. You're spice. You're everything nice and you're Daddy's Little Girl.

Repeat Sections 1 & 2...

S37b) Cognitive Development Theory of Gender:

- 1) Child comes to _____ itself as either male or female from _____ months;
- 2) Child adopts _____ behavior as observed in others;
- 3) Child begins to act in rigidly _____ ways (i.e., is disturbed by unexpected differences).



VS.



S38/39) BEM's survey of Adjectives that are More Desirable in Each Sex*

Males

Acts as a leader
 Aggressive
 Ambitious
 Analytical
 Assertive
 Athletic
 Competitive
 Defends own beliefs
 Dominant
 Forceful
 Has leadership abilities
 Independent
 Individualistic
 Makes decisions easily
 Masculine
 Self reliant
 Self-sufficient
 Strong personality
 Willing to take a stand
 Willing to take risks

Females

Affectionate
 Cheerful
 Childlike
 Compassionate
 Does not use harsh language
 Eager to soothe hurt feelings
 Feminine
 Flatterable
 Gentle
 Gullible
 Loves children
 Loyal
 Sensitive to needs of others
 Shy
 Soft-spoken
 Sympathetic
 Tender
 Understanding
 Warm
 Yielding

* Source: Bem, S, 1981, *Scoring guide for the Bem Sex-Role Inventory*.

S40) Abbreviated list of Bem's Dichotomously Gendered Traits:

• Masculine

- Assertive
- independent
- self-centered
- rational
- strong/tough
- loud
- opinionated

Feminine:

- passive
- dependent
- caring about others
- emotional
- weak/tender
- soft spoken
- careful

S41) "Androgyny" Group Exercise:

- 1) Form into groups of 4-5 students each.
- 2) While watching "Androgyny" & "Southpark Goes Metrosexual" write down each instance of "androgyny" that you see in the films.
- 3) Discuss & finalize your list amongst your group.
- 4) Pick a group leader to give your answers to the class.

(Slides 42-44 omitted)

S44) Religious Disseminations of Male Supremacy

- **Old Testament Rule (Leviticus 27:34):** A male between 20 and 60 years shall be _____ at 50 silver shekels ... If it is a female, she shall be _____ at 30 shekels.

- **St. Paul in I Timothy 2:12-15:** "I am not giving permission for a woman to _____ or _____ a man what to do... A woman ought not to _____, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

- **Islam's Koran:** "Men are _____ to women on account of qualities in which God has given them preeminence."

S45a: Sexism: the belief that one sex is _____ superior to the other sex.

S45b: Sexism Group Assignment:

- 1) Form teams of 4-5;
- 2) Find 3 pieces of textual evidence that the author of this ad is a sexist;
- 3) Have group leader give report.

Female Drivers

Why pay more for car insurance?

Here are some reasons why this policy has been **specially designed** for women.

We cover all Breakdowns emotional and physical

Special Allowances for:

- Hesitancy and driving dangerously slow
- Concentrating too hard to be polite
- That special week each month* (even though you won't admit it)
- Not being able to judge the size of your car
- Talking to your passenger
- Driving in heels
- Total inability to park



We EVEN allow for:

- Giving your car a name
- Looking *through* the steering wheel
- Rear view obscured by furry toys
- Checking your lipstick

AND

- Obtaining your license from a christmas cracker



Source: www.birminghamuk.com/femaledriver.htm.

S45c) Oppression: Having one's life _____ by forces and barriers which are not accidental or avoidable, but are systematically related to each other, that catch one between them and restrict or penalize one's motion in any direction.

Result: You get caught in a _____, or double bind, in which whatever you do, you will be penalized, or suffer deprivation. (Frye, Marilyn, 1998. "Oppression")

S45d) "Killing us Softly Pt. 3: Assignment Instructions:

Watch "Killing Us Softly" and take notes on how the advertisements oppress women in cases a-d.

a) Women are encouraged to act childlike/innocent:

Causes oppression by:

b) Women are encouraged to remain silent:

Causes oppression by:

c) Women are given impossible standards of female beauty

Causes oppression by:

d) How is each sex transformed from subjects into objects?

Women →

Men →

S46) Median (Take-home) Income by Sex & Years of Schooling (1991):

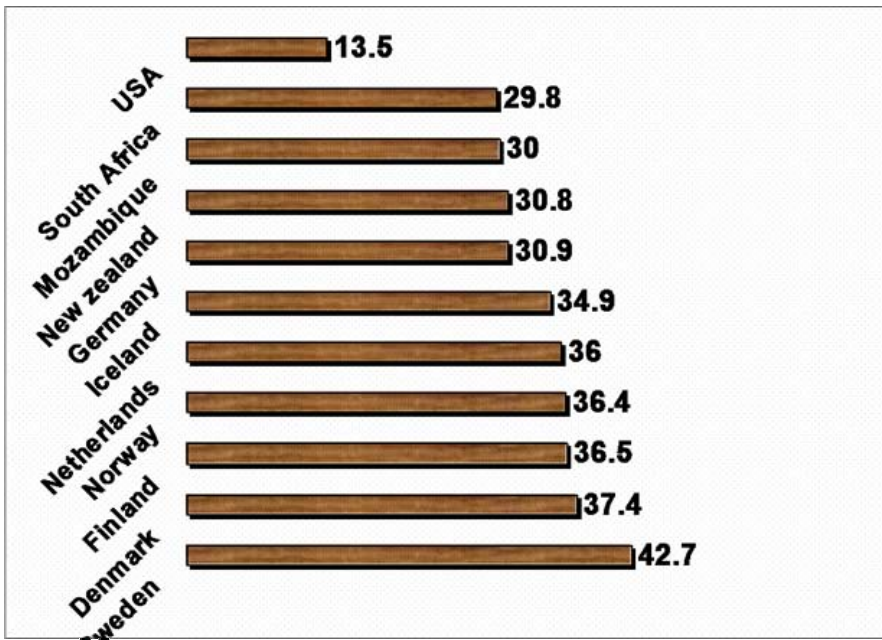
<u>Schooling</u>	<u>Men</u>	<u>Women:</u>	<u>% of Male \$</u>
Grad School	\$49,304	\$33,750	(.68)
College Grad	39, 238	28,017	(.71)
1-3 yrs. College	31,734	22,227	(.70)
HS Grad	26,653	18,319	(.69)
9-12 yrs.	20,902	14,429	(.69)
8 years or <	17,394	12,251	(.70)

(in 2002 the figure was ._____ on the male \$)

S47) Percentage of US Women in High Political Office, 1990 vs. 2001

<i>Office Type:</i>	<i>1990</i>	<i>2001</i>
US Senate:	2	
US House:	6	
Governors:	6	10
State Legislators:	17	22

S48) Percentage of Female Legislators in Selected Nations (2001)



(2002 → Sweden: 45; US: 13.8)

Source: Inter-Parliamentary Union's website: www.ipu.org

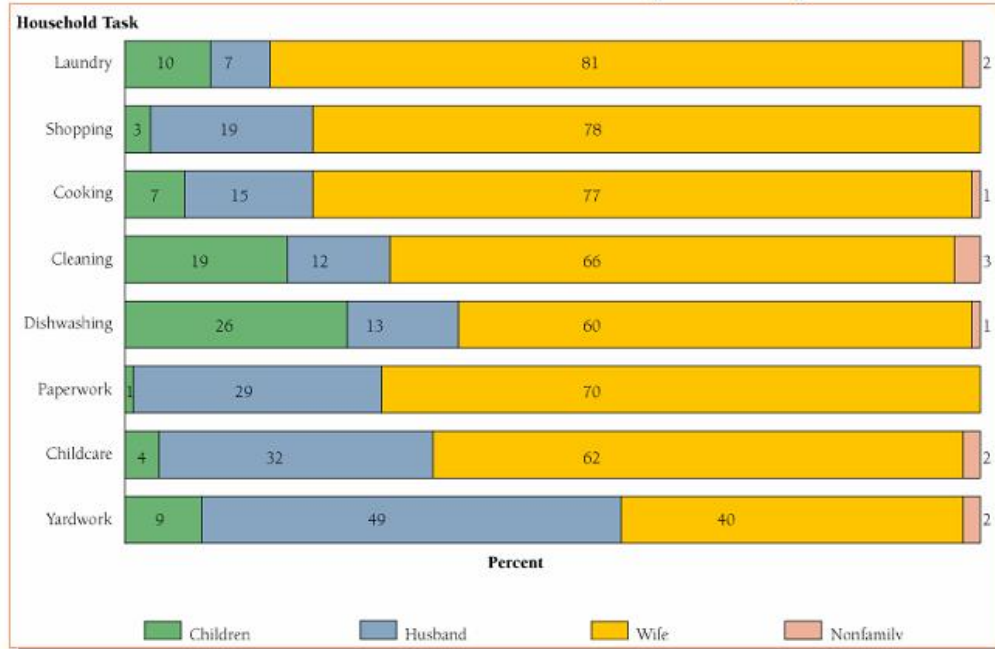
S49) The “Glass Ceiling”: Sex of Top Managers at the Fortune 500 Companies in 1997:

Title	Men	Women
Chair/CEO	500	
Vice Chair	139	2
President	177	1
Chief Operating Officer (COO)	14	0
Senior Executive VP	28	0
Executive VP	873	

S50) Women's Share of the Pie in 2001:

- 0% of all Military's 4-Star Generals
- ____% of all Fortune 500 Top Executives
- ____% of all Legislators
- 92.5% of all Nurses
- 98.7% of all pre- & Kindergarten Teachers
- 98% of all Secretaries

S51) Household Task Distribution by Family Members



Source: Goldscheider & Waite, *New Families or No Families?* Berkeley: University of California Press, 1991 (176).

Unit 7: Class & Stratification Slides

- **S59a) Socio-economic Class:** A social and economic system in which groups of people are systematically ranked into _____ (each with a _____ of rewards, privileges, and resources) according to how much human and economic capital they possess.

S59b) An _____ System of Classifying People: Individual Wages in 2000 \$*

- poor/lower class: < \$18, 393
- working class: \$18, 393-35k
- lower mid class: \$35-55k
- upper mid class: \$55-155k
- upper class: \$155+

* 2002 Federal poverty level= \$18,392 in annual income for a family of four. Source: U.S. Census Bureau, March Current Population Survey.

Problems with this system?

S60a) Social _____ Score for US Occupations (1990 Survey)*

Physician	86	Cop/detective	60	Bank teller	43
Lawyer	75	Editor, reporter	60	Farm owner	40
College teacher	74	Editor, reporter	60	Auto mechanic	40
Chem. Engineer	73	Finan. Manager	59	Restaurant manager	39
Dentist	72	Actor	58	Sales counter clerk	34
Clergy	69	Librarian	54	Cook	31
Pharmacist	68	Social worker	52	Waiter/waitress	28
2nd. Teacher	66	Electrician	51	Garbage collector	28
Regis. nurse	66	Funeral director	49	Janitor	22
Accountant	65	Mail carrier	47	News vendor	19
Athlete	65	Secretary	46	Maid	14
Elem. Teacher	64	Insurance agent	45	Shoe shiner	9

*Source: Hughes & Kroehler, *Sociology the Core*, 2005:188.

S60b) Defining Wealth, Income, Power & Prestige:

- Wealth: Legally owned things capable of being _____.
- Income: taxable _____ received over a period.
- Prestige: social _____ received from others.
- Power: Ability to get others to do what they _____ do despite their resistance.

S60c) Human Capital Theory of Socio-economic Class: Humans fall into their respective socio-economic classes based on how much human capital they possess.

Capital consists of any assets, resources, or forms of wealth that can converted into _____ over time.
Types of Human Capital:

Economic: one's

Technical: one's

Cultural: one's

Political: one's ability to

Social or Moral: (occupational or moral _____).

S60e) Social Class & Dialect Differences:

G-Dropping:

Dropping the “g” sound from “ing” words.

Examples:

Openin’ vs. Opening; Runnin’ vs. Running

	Lower class	Working class	Lower middle class	Upper middle class
% of g-dropping	80	49	32	5

Source: Labov 1969 (Study done in New York City as found on http://www.ling.upenn.edu/courses/Spring_2004/ling001/10b.html)

S61) A PORTRAIT OF THE SOCIAL CLASSES

- **Upper Class:** (uc) ____ % pop.; \$155k +
- Income: \$155,000 – Billions per year;
- Wealth: most stocks & bonds in the US;
- old money families (Morgans, Rockefellors);
- new rich (Waltons, D. Trump);
- prominent pol. figures (Kissinger), major CEOs (Bill Gates), famous celebrities;
- Education: _____.
- Typical Cars: Rolls Royce, Bentley, etc;
- Leisure/sporting activities: Yachting, Polo, etc.

S62) Upper Class Homes:

- **Style:** Resale -Single Family Detached; **Approx. Square Footage:** 56000; **Bedrooms:** 18; **Baths:** 24; **Half Baths:** 1
- -Magnificent! 3500 sf niteclub.1500 sf fully equip.health club.24 full & 14 half baths.indoor raquetball ct.& pool. 7 kitchens.theater.elevator. 3 story marble foyer.grand staircase.guest house.pond & waterfall.
- **-AMENITIES:** Contemporary , Other Construction , Formal Dining Room , Family Room , Den/Study , Formal Living Room , Library , Full Basement , Detached Garage , Inground Pool , Area Tennis , Central Electric A/C , Other , 10+ Acres , Water Front , 11-20 Years Old , Premium Property

S63) Upper Middle Class: (umc) ____ % pop; \$55-200k

- Yearly Income: \$55,000 - \$155,000
- Wealth: moderate holdings of stocks & bonds
- Occupations: corporate executives, physicians, attorneys, professors; scientists, upper managers;
- Education: _____.
- Typical Cars: Saabs, Mercedes, BMW;
- Leisure/sporting activities: Skiing, Golf, Tennis.

S64) Upper Middle Class Homes:

- Quality **4 bdrm.**, **3 baths**, colonial with all amenities of a fine home. Located in Sail Harbour Club on Candlewood Lake. Last off water lot available. Still time to customize
- Colonial , Frame , Eat-in Kitchen , Formal Dining Room , Family Room , Formal Living Room , Full Basement , 3 Car Garage, 1 Fireplace , Area Tennis , Central Electric A/C , Forced Air - Oil , 1-2 Acres , Mountain View , New Construction , Premium Property

S65) Lower Middle Class: (lmc) _____% pop.; \$35-55k:

- Income: \$35,000 - \$55,000;
- Wealth: Little Besides suburban home;
- Occupations: Teachers, bank workers, educated salespeople;
- Autonomy: less job autonomy than UMC;
- Education: _____.
- Typical Cars: Minivan, Ford Taurus, Honda Civic;
- Leisure/sporting activities: Basketball, baseball, football.

S66) Lower Middle Class Homes:

- **Style:** Resale -Single Family Detached; **Approx. Square Footage:** 2237 **Bedrooms:** 4; **Baths:** 2; **Half Baths:** 1
- -Well maintained colonial, spacious rms, fully appl.kit.,open to family rm/fp. living rm, dining rm-sliders to deck, mb-full bath-walk in, office 1st flr. 4th br 1st flr. new windows thruout. lg deck across back of house.
- **AMENITIES:** Colonial , Eat-in Kitchen , Formal Dining Room , Family Room , Formal Living Room , Full Basement , 2 Car Garage , 1 Fireplace , Mixed , 2-5 Acres , 11-20 Years Old

S67) Working Class: (wc) _____% pop. \$18,393-30k;

- Yearly Income: \$18,250 - \$35,000;
- Wealth: Virtually None;
- Occupations: blue collar/clerical/service workers;
- Autonomy: little or none;
- Education: _____.
- Job security & Benefits: Tenuous, low to nothing;
- Typical cars: Ford Escort, Hundai Elantra; Saturn;
- Leisure/sporting activities: Basketball, softball, bowling.

S68) Working Class Homes:

- **Style:** Resale -Single Family Detached; **Approx. Square Footage:** 1012; **Bedrooms:** 3; **Baths:** 1
- Great 3 bedroom, one bath ranch with garage. New furnace, new kitchen appliances, beautiful hardwood floors, fireplace in living room-won't last!
- **AMENITIES:** 1 Level Ranch , Eat-in Kitchen , Full Basement , 1 Car Garage , 1 Fireplace , Baseboard - Oil Furnace , 1/2 - 1 Acre , 31-40 Years Old , Residential

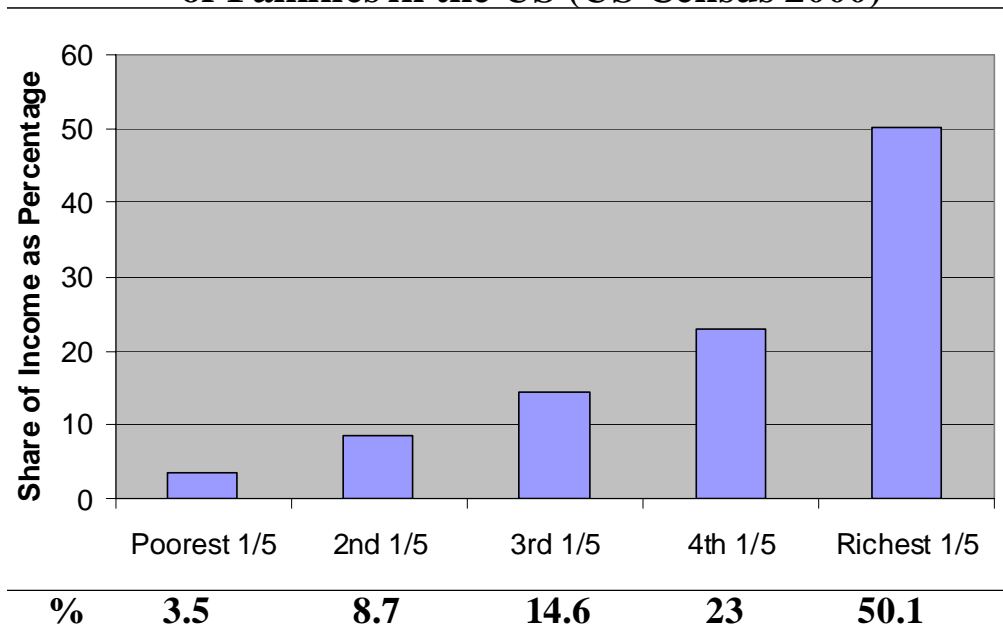
S69) Lower Class/underclass (lc) _____% pop.

- ▶ Yearly Income: \$0- 18,392;
- ▶ Wealth: negative (in debt);
- ▶ Education: _____.
- ▶ Occupations: insecure jobs, unemployed, sometimes homeless;
- ▶ Benefits: none, unless on government assistance.
- ▶ Typical cars: old, used cars or public transportation;

► Leisure/sporting activities: Basketball, swimming at public pools/beaches.

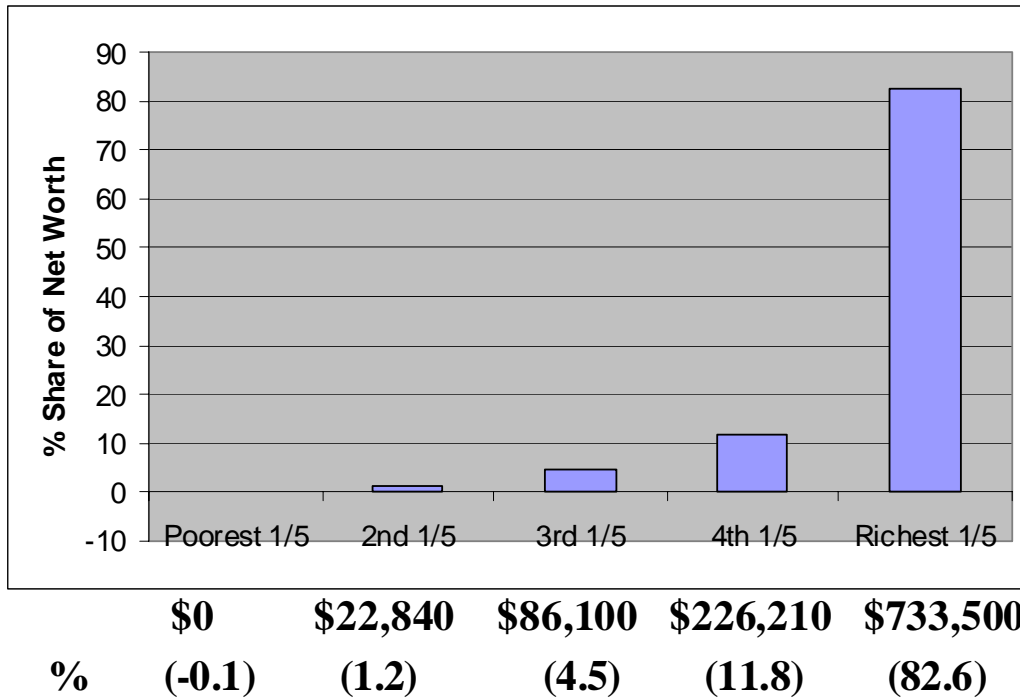
S70) Socio-economic Class: A social and economic system in which groups of people are _____ into _____ grades (each with a **different degree of rewards, privileges, and resources**) according to how much human capital they possess. (The next slide is S74)

S74) % Share of Aggregate Income Received by Each 1/5 of Families in the US (US Census 2000)



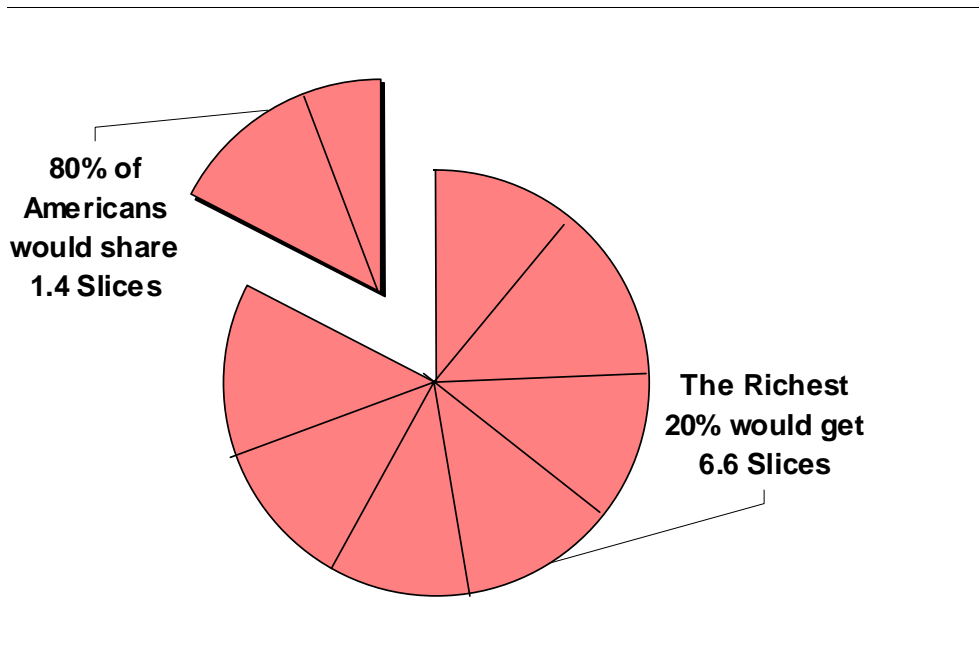
Source: Hughes, Kroehler, *Sociology the Core*, 2005:178.

S75a) % Share of Total Net Worth of US Families by Quintiles of Net Worth (2001)



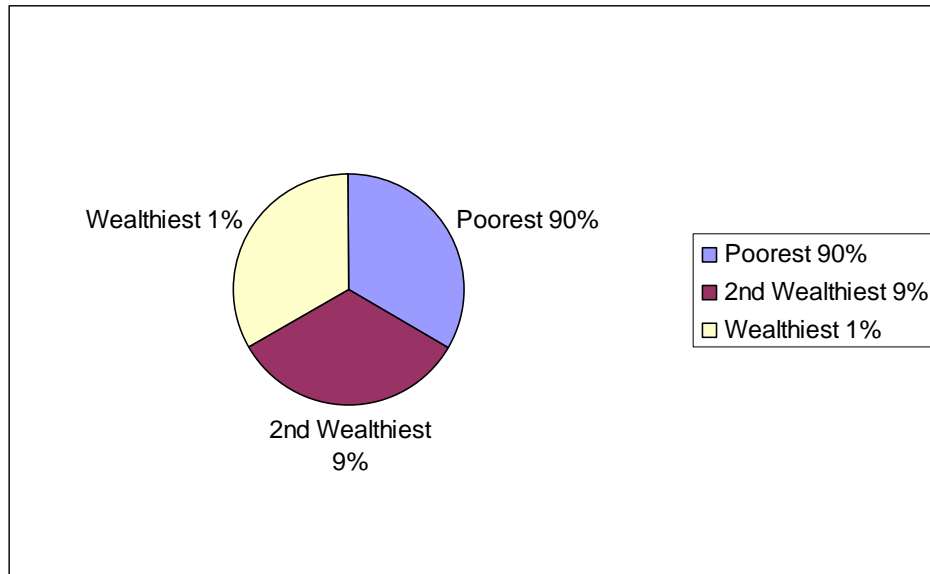
Source: Hughes & Kroehler, *Sociology the Core*, 2005:185 from Federal Reserve System BOG Survey.

s75b) If Pizza was Distributed like US Wealth was in 2001:



Anybody hungry?

S76) Pieces of the American Pie, (by Household Assets in 1993, US Census)

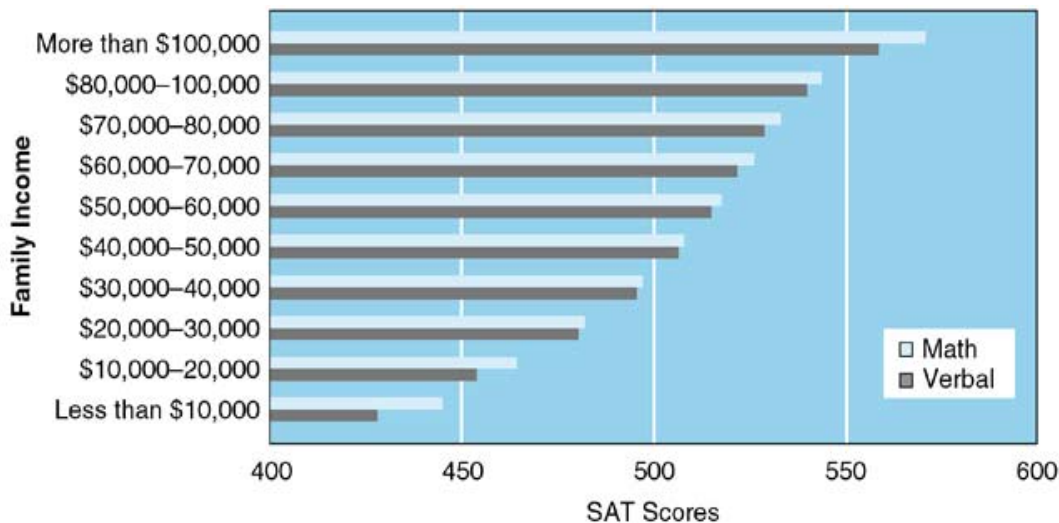


(no S77-78)

S79) Stratification as Systematic Patterns of Inequality

- The socio-economic system of “class” works to systematically control the degree of opportunity that each group receives according to the demographic characteristics of each group.
- In other words, inequality occurs along _____ patterns.

S80a) Family Income & 1997 Scholastic Aptitude Test (SAT) Scores



Source: College Entrance Examination Board (1997), as generated by Hughes, Kroehler & Vander Zanden (2002), p. 380.

S80a2) Average SAT Scores of Various Universities in 2003*:

San Diego State (pub):	1123
Ohio State (pub):	1180
University of Virginia (pub):	1320
Stanford (pr):	1400
Harvard (1450):	1450

*Source: <http://sat.eknowledge.com/Information/SAT%20Article.htm> ;

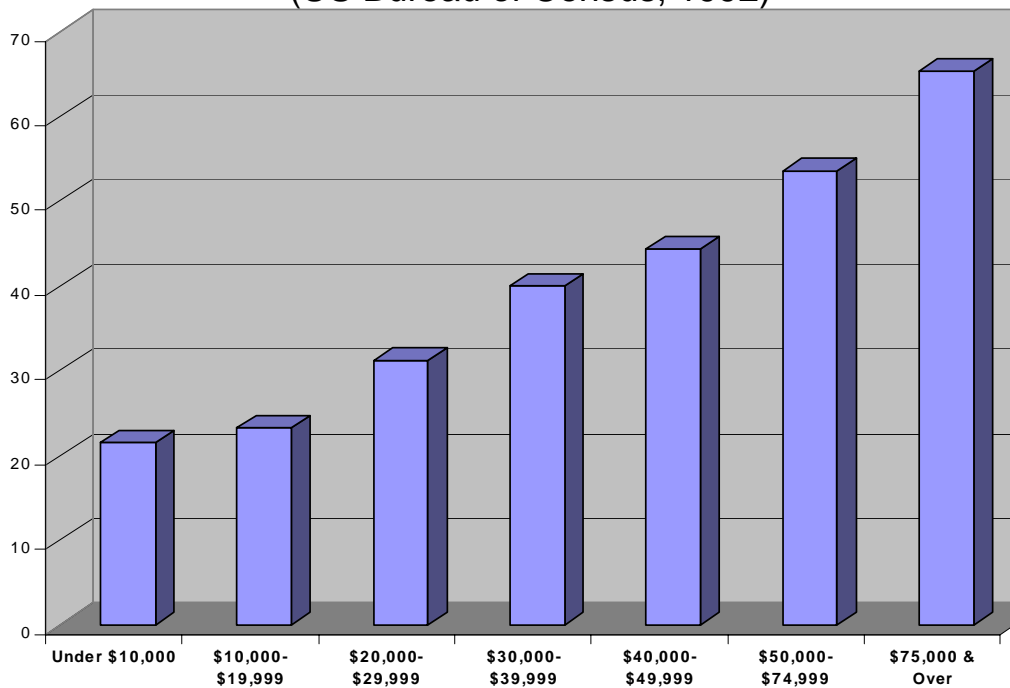
pub=public, pr=private.

(S80b) The Financial Value of a Postsecondary Education: Mean Earnings by Education, 1998

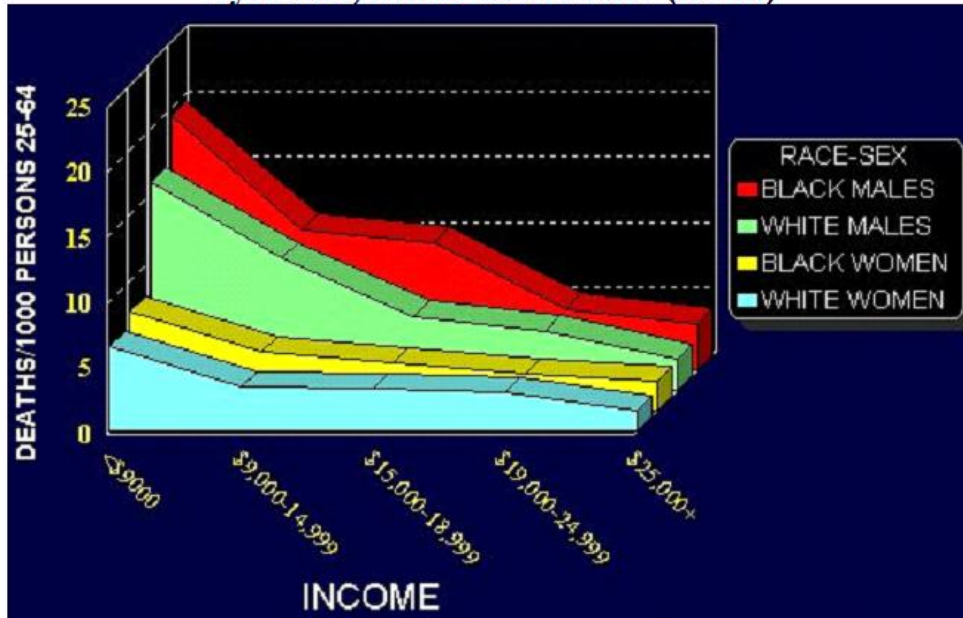


Source: U.S. Census Bureau, 1999; as generated by Hughes, Kroehler & Vander Zanden (2002), p. 380.

S80c) FT College Attendance & Family Income, 1991
(US Bureau of Census, 1992)



**S80d) Mortality Rates of 25-64 year olds
by Race, Class & Gender (1986)**



Source: Gregory Papas, *New England Journal of Medicine*, 7/8/93.

S80e) Theories of Social Stratification: Functionalist Perspective: Stratification exists because it helps society provide a system for _____ people to _____ all the statuses needed for society to run smoothly.

Examples?

- **Criticism:** Stratification is dysfunctional; many people of high ability are not rewarded, while many people are rewarded for doing things that are not functionally important to society.

Examples?

S80f) Theories of Social Stratification: Conflict Perspective: Stratification exists because it _____

those individuals & groups with the power to perpetuate the _____ they receive & the disadvantages others receive.

-Consensus is achieved through “false consciousness”.

Examples?

Criticism: Wealth & class are not the only _____ (i.e., racism & sexism are ignored by some conflict theorists);

Examples?

-Not all inequalities create oppression.

Examples?

S80g) “Culture of Poverty” Theory: suggests that poverty is caused by the low self-esteem, disorganization, poor work habits, dysfunctional attitudes, and the psychologically and structurally _____ of the lower class.

- Is there any truth to this? Are there things some lower-class people do to make it harder to get a good job?
- Question: Do most poor people grow up in a “culture of poverty”?

S81a) Repeat of S79.

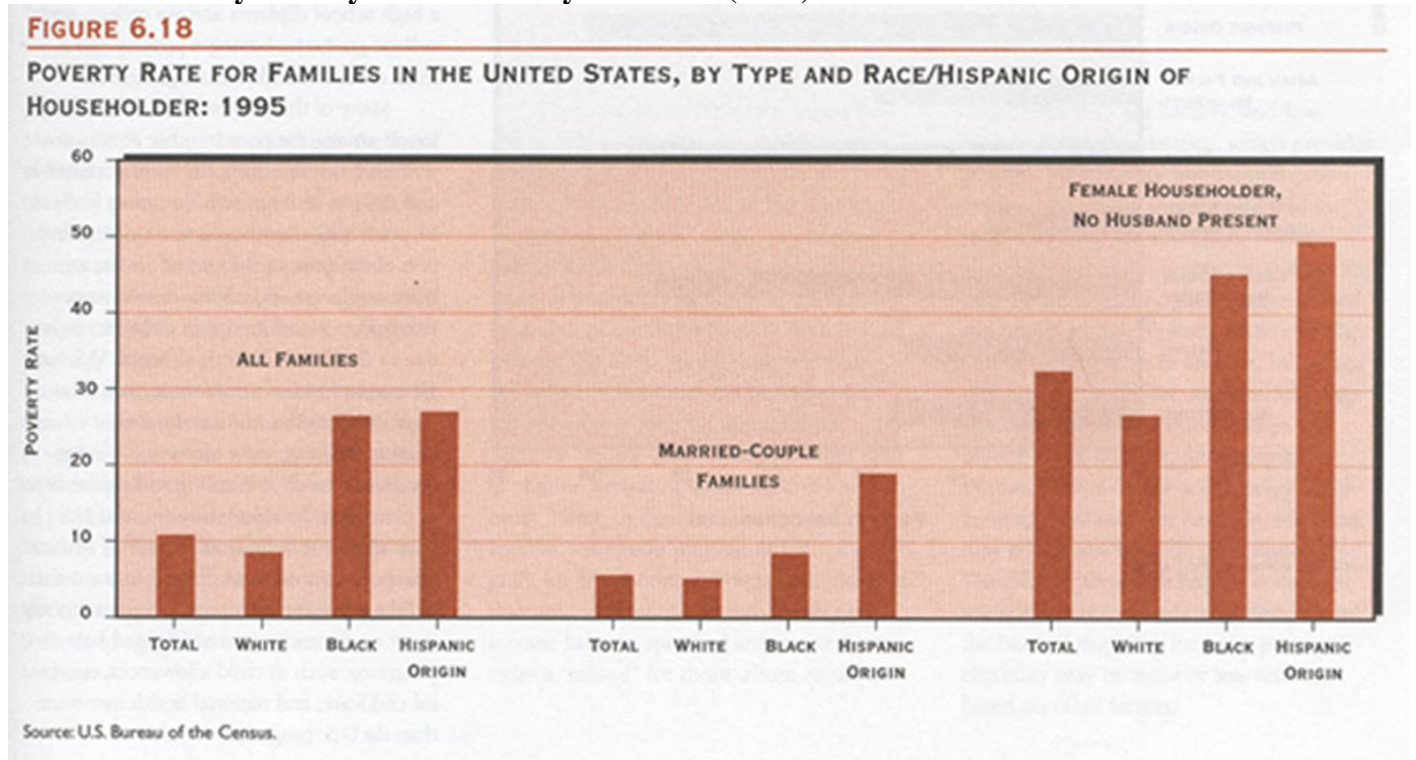
(S81c) 2001 Poverty Rates by “Race” of Family* in percentages:

Non-Hispanic Whites:	7.8
Whites:	9.4* (21% > nh whites)
Asians/Pac Islanders:	10.2 (31% > nh whites)
Hispanics:	_____ (2.74x nh whites)
African Americans:	_____ (2.91x nh whites)

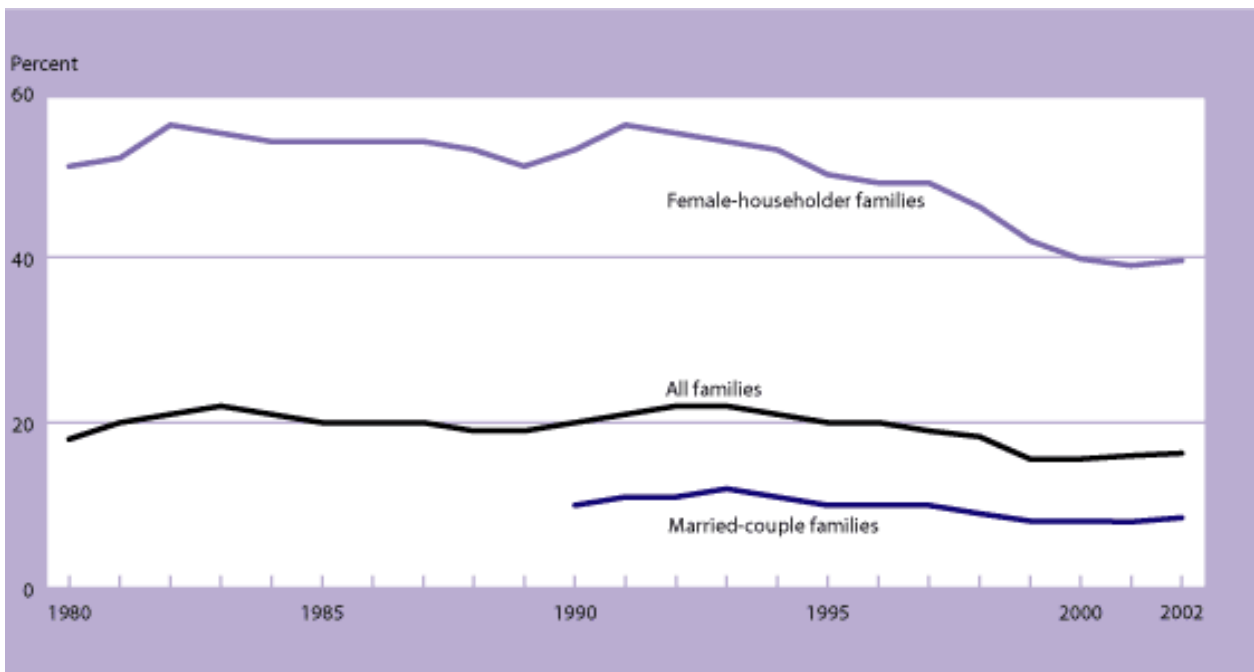
*: Source- US Census Bureau, 2002. **: Source- US Census Bureau, 2000 (at www.census.gov/prod/2001p22.1bs/p60-214.pdf)

Continued→

S82b: US Poverty Rate by Race & Family Structure (1995) :



S82c) % of related children under 18 living below selected poverty levels by family structure, 1980-2002



NOTE: Estimates refer to children under age 18 who are related to the householder. In 2002, the average poverty threshold for a **family** of four was \$18,392 in annual income.
 SOURCE: **U.S. Census** Bureau, March Current Population Survey.

S82d) U.S. Poverty Rates by Family Type & Presence of Workers (2002):

Family Type:	% in Poverty
Married Families:	6.1
All families:	10.4
Male-Headed Families:	13.0
Female-Headed Families:	
Female-Headed Families with 1 or more workers:	

Source: U.S. Census Bureau, 2003 @ www.census.gov/prod/2003pubs/p60-222.pdf.

Would most single mom's be lifted out of poverty if they "just went to work", as many conservatives suggest?

S82e) Inadequacy of US Minimum Wage*:

<u>Hourly Wage:</u>	<u>Yearly Wage:</u>
\$5.15 (Fed. Min. wage):	\$_____
\$8hr	\$16,600
\$9.68 ('05 Walmart Average for FT Employees):	\$20,134

*: Source- <http://www.politicalaffairs.net/article/articleview/976/1/32/> .

Guess how much the average Walmart employee received in federal poverty subsidies in 2004?

s83a: Percentage of People Living in Poverty in Various Nations of the Industrialized World (1990-2000)*

Nation	% in Poverty	Nation	% in Poverty
Luxembourg	3.9	Switzerland	9.3
Finland	5.4	Spain	10.1
Sweden	6.6	Austria	10.6
Norway	6.9	Japan	11.8
Germany	7.5	Ireland	12.3
Belgium	8.0	United Kingdom	12.5
France	8.0	Canada	12.8
Netherlands	8.1	Australia	14.3
Denmark	9.2	United States	

***Poverty = having less than 50% of the median disposable household income.**

Source:

http://www.undp.org/hdr2003/indicator/excel/hdr03_table_4.xls



s83b) Maternity Leave Levels by Selected Country

Weeks of Maternity Leave at 100% of Pay:		Weeks Off : % of Pay:	
France	26	South Africa	12 45%
Vietnam	24	United States	
Russia	20	New Zealand	14 0%
Chile/Cuba/Belarus		Japan	14 60%
Norway/Ukraine	18	Canada	18 55%
Brazil	17	Italy	20 80%
Poland	16.5	Australia	52 0%
Netherlands/Spain	16	Sweden	52 90%

Source: International Labor Organization, 1997 Report (as found on p. 260, *STC*)

s83c) Wealth Distribution of Major Industrial Nations, 2003

Country	Income Fairness*	Infant Mortality	Life Expectancy
United States			
United Kingdom	36.8	5.3	78.2
Ireland	35.9	5.3	77.4
Australia	35.2	4.8	80.1
Switzerland	33.1	4.4	80.0
France	32.7	4.4	79.3
Netherlands	32.6	4.3	78.7
Taiwan	32.6	6.7	76.9
Spain	32.5	4.5	79.2
Korea, South	31.6	7.3	75.4
Canada	31.5	4.9	79.8
Germany	30.0	4.2	78.4
Belgium	28.7	4.6	78.3
Italy	27.3	6.2	79.4
Norway	25.8	3.9	79.1
Finland	25.6	3.7	77.9
Sweden	25.0	3.4	80.0
Japan	24.9	3.3	80.9
Denmark	24.7	4.9	77.1

*0= Perfect Fairness-Income Dist.

Source: CIA 2003 Factbook

<http://www.cogsci.indiana.edu/>

farg/harry/geo/world2003.htm



0= Perfectly fair distribution of income among the population; higher scores mean less fairness.

S83d) Summary: Major Causes of Poverty in the US:

- Racism;
- Sexism;
- Existence of a staunchly anti-welfare, pro-business government & society.

S84- same as S75a

(Slides 87-91 have been dropped)

Unit 8: Race & Ethnicity**(S92) Objectives for “Race & Ethnicity” Topic:** To examine:

- 1) how race and ethnicity are socially constructed,
- 2) what the difference between race & ethnicity is; and
- 3) what theories explain why racism, discrimination and prejudice exist,
- 4) what political, economic and cultural consequences result from the practice of white racism.

S93) Biological Race:

- a population that differs from others in the frequency of certain defining _____.
- an isolated, inbreeding population with a distinctive _____.
- * Because human races have been undergoing gene exchange for millenia- there is no group with exclusive genes, or no such thing as a “pure race”.

S94) 2000 U.S. Census Racial Categories:

1. White;
2. Black or African American;
3. American Indian and Alaska Native;
4. Asian;
5. Native Hawaiian and Other Pacific Islander;
6. Some other race.

* Note: Hispanic has never been a “race” (48% selected “white, 42% selected “some other race”).*

Source: U.S. Bureau of the Census Source, 2000 @ http://www.nipco.cog.il.us/SF1_subject_definitions.pdf);

*Source: <http://www.prcdc.org/summaries/hispanics/hispanics.html> .

S94a) Why it’s Impossible to Classify People by Race from a Biological Perspective:

- a) No particular defining trait or set of traits is limited to any _____.
- b) no defining trait/gene occurs in _____ of all members of a certain group

(S95) Shortcomings of Using Skin Color, Inherited Diseases & Blood type to Categorize People into Clear-cut Racial Categories:

- No gene/trait found in 100% of all members of a certain group due to Genetic elasticity:
- 75% genes shared by all humans (monomorphic);
- 25% vary (polymorphic; (i.e., blood type, hair type, eye/hair color, diseases);
- But all vary within each group, and none occur in all members of the same group (i.e., sickle cell gene: 34% of West Africans, 32% Greeks, 16% South Americans)

94b) What does an “Asian” Man Look Like? (exercise).



Chinese

South Indian

Vietnamese

(S96) Consequently,

- Analysis of blood type & diseases would not allow us to know what physical features would look like (i.e., hair, skin color, etc.), and
- No known relationship between genetic makeup & physical features.

S97a) Sunday February 11 8:20 AM ET 1999 By Maggie Fox, Health and Science Correspondent
First Look at Human Genome Shows How Little There Is
 WASHINGTON (Reuters) - **The first in-depth look at the human genetic code has revealed much less than anticipated -- about half to a third the number of expected genes, scientists will announce on Monday.**

They said their findings so far made it clear that far from being a blueprint, the human genetic code was only a guidepost. The true directions for what makes a human being lie not in letters of code but in what the body does with that code.

They have found a few interesting tidbits.

They have also confirmed that there is no genetic basis for what people describe as race, and found only a few small differences set one person apart from another.

“You and I differ by 2.1 million genetic letters from each other,” Craig Venter, chief scientific officer at Celera Genomics ([news](#) - [web sites](#)) Inc., which carried out one of the two studies being published, said in a telephone interview. “Probably only a few

thousand of those differences account for the biological differences between us, which means we all are essentially identical twins - even more than I thought." **Race Is 'Not A Scientific Concept.'**

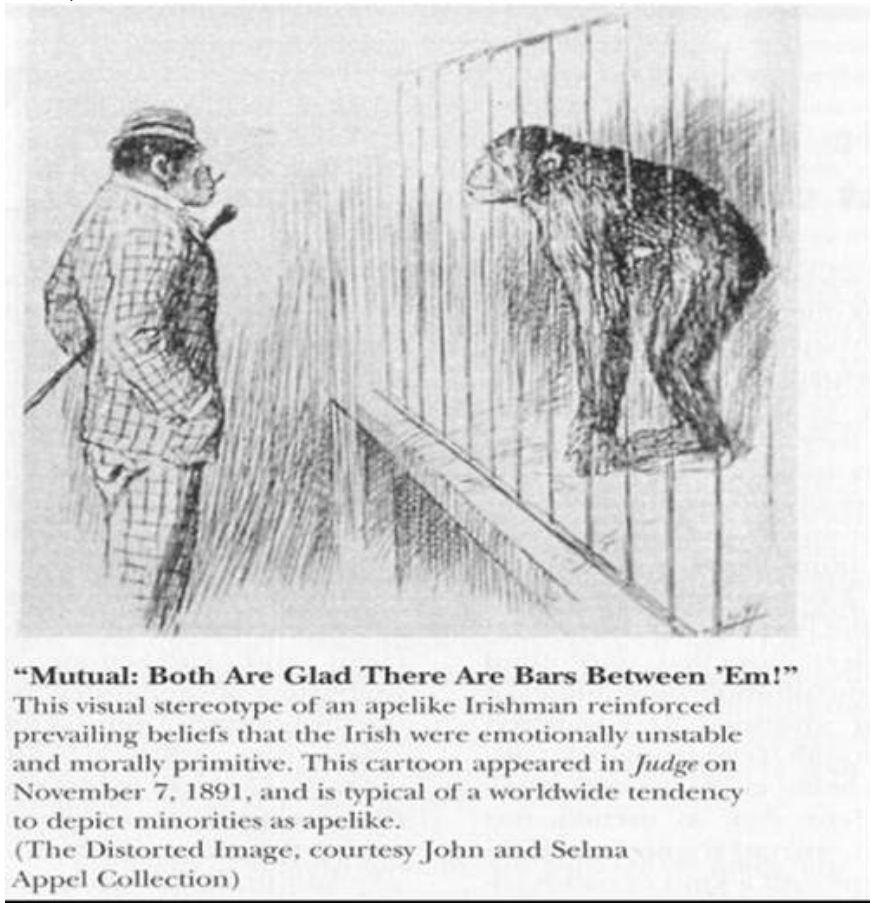
Celera used DNA from five volunteers – 3 women and 3 men, ethnically African-American, Chinese, Hispanic and white. "You can clearly tell the females from the males because of the X and Y chromosomes, but race is not a scientific concept," Venter said.

97b) Race for Sociologists: a social construction in which categories of people are set apart from others because of _____ physical characteristics.

- 1) Do Asians really have "slanted" eyes?
- 2) If not, why do so many Americans say and think they do?



S97c): Before the Irish became "White"

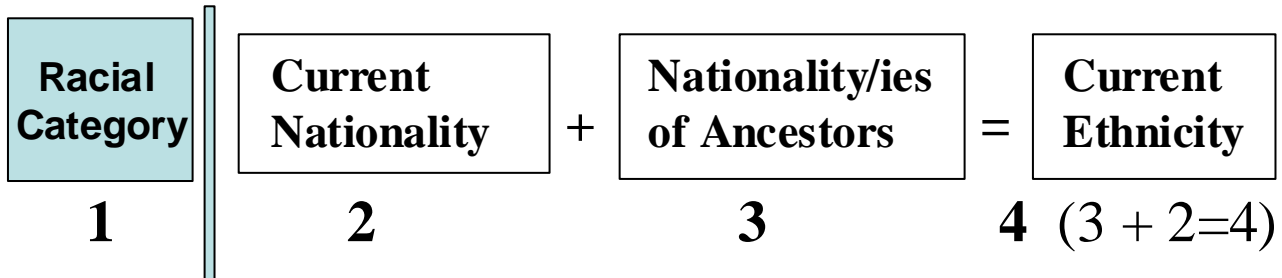


S98a) Ethnicity: a purely _____ status derived from a group's shared _____ or sense of "people hood", which is structured by such elements as a group's language, religion, folkways, and their current and ancestral _____.

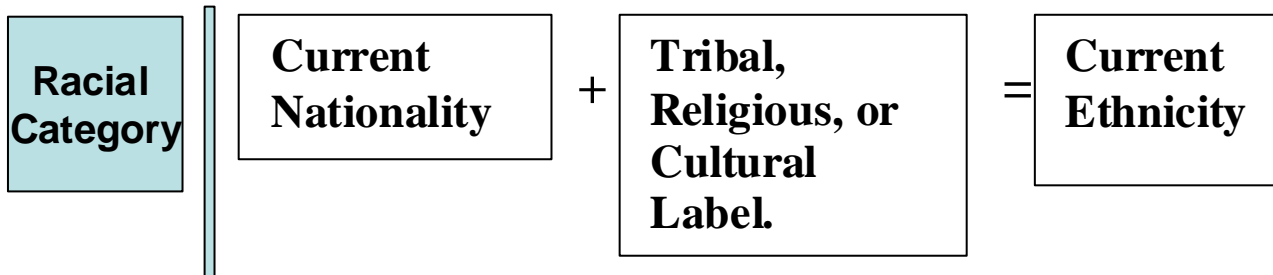
- Examples of some ethnic groups?

S98b) A Method for Determining One's Ethnicity:

For Groups identifying selves with former Nation States:



For Groups not identifying selves with any former Nation States:



S99):

**U.S. Adults
without HS
Diplomas in
2000:***

Ethnic Category	% < HS Diploma	
Asian Americans**	(% in Poverty)	
Cambodian Americans	53	(29)
Chinese Americans	23	(14)
Filipino Americans	13	
Hmong Americans	60	(40)
Japanese Americans	09	
Korean Americans	14	
Laotian Americans	50	(19)
Indian Americans	13	
Vietnamese Americans	38	
Hispanic Americans^		
Cuban Americans	30	(14)
Mexican Americans	50	(27)
Puerto Ricans	36	(31)
All American Adults	16	
Non-Hispanic Whites	11	(7.5)

*: Refers to US Adults
over 25. **: Source: 2000

U.S. Census, from www.nea.org/teachexperience/images/aapireport.pdf.

^: Source: 2000 U.S. Census, from www.mentalhealth.org/cre/ch6_current_status.asp.

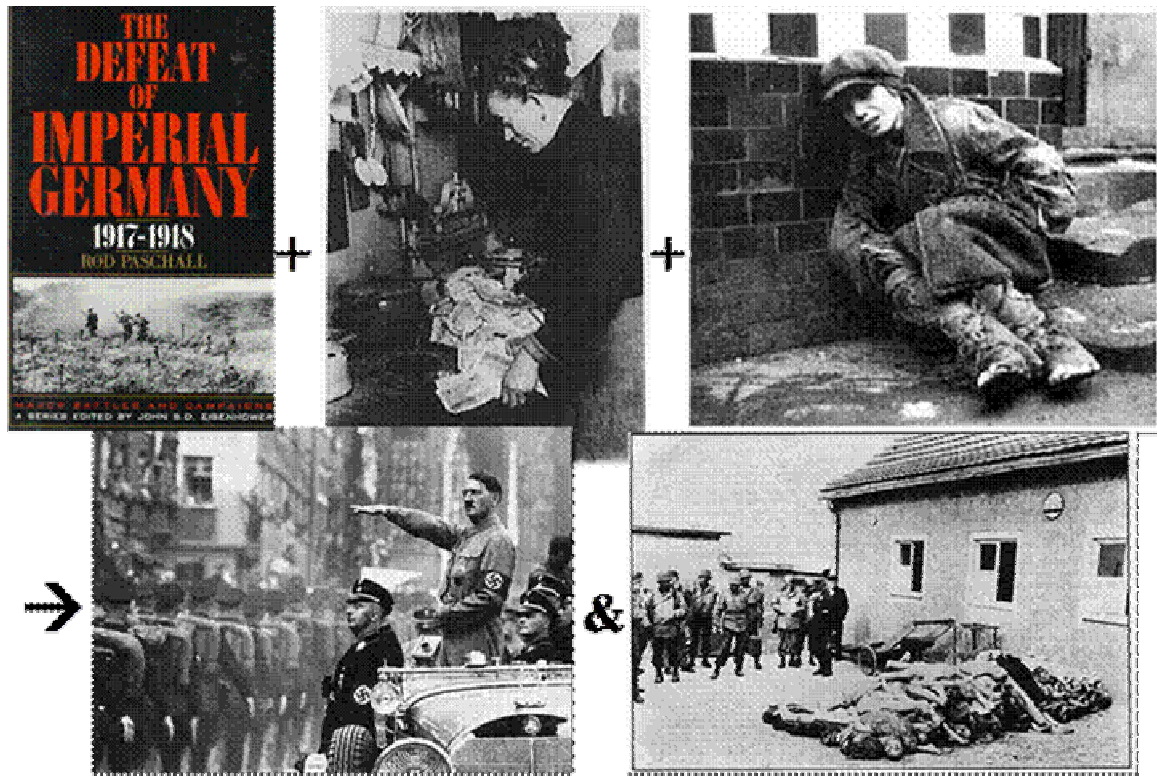
S100) Economic & Political Competition Theory: limited _____ in a society lead dominant groups to seek some _____ advantage by discriminating against powerless groups.

(S101) White Stereotypes about Chinese Workers during the Absence & Presence of Economic Competition:

- " _____ " when competing with whites over gold mining (1850s);
- "industrious & hardworking" when building transcontinental railroad (1860s);
- "crafty, criminal or stupid" after Civil War during tight labor market (late 1870s-80s)

(S102a) "Scapegoat Theory of Prejudice": when the cause of a person's or a people's frustration is too big or vague for direct retaliation, _____ bystanders are sometimes selected as targets of aggression and blamed for the social or political problems of the day.

S102b) "Scapegoating" in 1930s Germany:



Who did the Nazi's blame the economic collapse of Germany on in the early 1930s?

Why did so many Germans buy into this myth?

S103a: “Sense of Group Position” Theory: The psychological desire to see one’s group as the _____ group in society leads the dominant group to define other groups as _____ (usually biologically) and/or unworthy of any major privileges, power and prestige.

S103b) Evidence of anti-black “Sense of Group Position” Theory:

- In 1800s, Northern white mobs attacked well-dressed black temperance church marchers & burned their church down in one town;
- Irate white mobs closed NYC's African Grove Theater on more than 1 occasion.
(taken from Roediger 1993 , *The Wages of Whiteness*)

S104a) Racism as an ideology: the belief or attitude that one racial group is _____ to another racial group.

(S104b) Group Exercise: Which of the following person or persons subscribes to “racism”?

a) David Lee (a Chinese American) was jumped twice in grade school, once by African Americans, and once by European American bullies. He recently told a friend "I only feel comfortable around Asians".

b) Maria Vargas (a Mexican-American student at CSU-Hayward): "I believe that whites do better on SAT and IQ tests than Latinos or African Americans do because white parents spend more time reading and helping their kids with their homework".

c) The black athlete is "bred to be the better athlete because...the slave owner would breed his big woman so that he would have a big black kid." Jimmy "The Greek" Snyder (former CBS football commentator).

S105) Prejudice: Definition & Properties:

-Prejudice: a system of (usually) negative beliefs, feelings, and action-orientations regarding a certain group or groups of people.

- Can be _____ or _____;
- Can be aimed at _____;
- Can be expressed/done by any _____.
- **S106) Discrimination:** _____ and _____ treatment of people based on their group membership.
- What social groups routinely get discriminated against in American society?

S107) Personal Discrimination: _____ treatment of another by an individual without the backing of a social or economic _____.

Types of Personal Discrimination:

- 1) Derogatory expressions & comments;
- 2) Avoidance of Social Interaction;
- 3) Physical Abuse ("ethnoviolence").

S108a) Institutional Discrimination: _____ treatment of others by someone backed by the resources of an _____.

- **Types of Institutional Discrimination:** withholding of _____ such as jobs, finances, education, housing, and political and legal rights.

S108a2) True Colors: Personal vs. Institutional Discrimination

Group Project Instructions:

- 1) Get into groups of 4-5 apiece,
- 2) Watch the video and try and decide whether the following 5 instances of discrimination are personal or institutional in nature, and what evidence you used to decide this.

Discrimination Instance:

Type of Treatment:

I or P?

John (white)

Glen (black)

-CD & Shoe shopping;

-New Car Purchase:

-Laundromat Job-hunting:

-Pickup truck drive-by threat:

-Keys Locked Out & Passers by:

(S108b) Median Net Worth by Race of Household (in 2002):

Net worth: value of sum of all assets in a household – the value of all liabilities owed by that household.

	Net <u>Worth:</u>	% of White <u>Wealth:</u>
White (not Hispanic):	\$88,651	100.0%
Hispanic:	\$ 7,900	____%
Black:	\$ 6,000	____%

White Wealth: 11x > Latinos, 14x > Blacks.

Source: Pew Hispanic Center study quoted in SF Chronicle 10/18/04:A5.

S109: White-Black Wage Gap between College- Educated Men in 1997

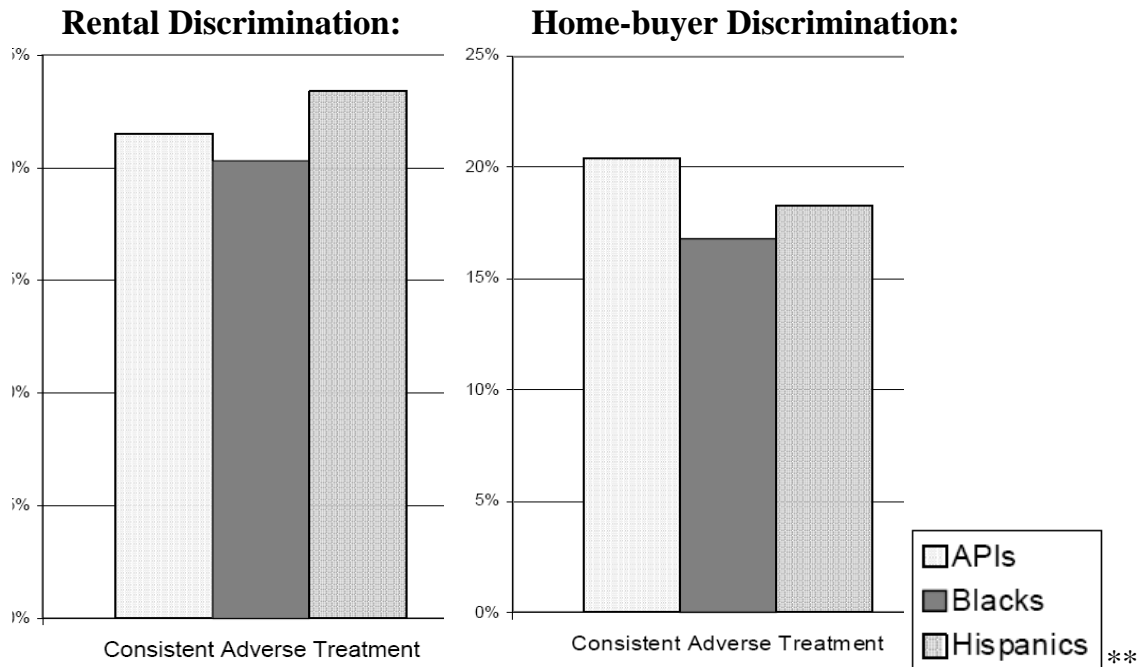
<u>Category:</u>	<u>Salary:</u>	<u>Share of White Income:</u>
All White Men	\$18.20 hr.	
All Black Men	\$12.92 hr.	____%
White Male College Grads	\$21.45 hr.	
Black Male College Grads	\$16.53 hr.	____%

(S110a) Results of Random Government Discrimination Tests (among equally qualified job applicants, 90-92)*

<u>Race of Applicants</u>	<u>Treatment Compared to White Applicants:</u>
Blacks:*	-24%
Latinos: *	-22%

*Source: Fair Employment Council of Greater Washington, Inc, per <http://clinton2.nara.gov/WH/EOP/OP/html/aa/aa04.html>

S110b) Housing Discrimination of Various Minorities, 2001-02*



*: Figures represent the % of times each minority group received adverse treatment compared to equally qualified white subjects in this controlled experiment. **: API refers to “Asian Americans & Pacific Islanders”. Source: “Discrimination in Metropolitan Housing Markets: Phase 2 - Asians and Pacific Islanders”, Urban Institute 2003, @ www.huduser.org/publications/pdf/phase2_final.pdf.

S110c) Why Property Values Drop when > ____ % of a Neighborhood becomes “Black”

- whites become reluctant to move there;
- whites currently there sell homes and leave;
- “white flight” leads to sharp drop in the value of the homes of those who remain.

• Drop in Median Value of Detroit Homes, 1970-1990:

- 1970: 1980: 1990:
- \$49,000 → \$36,000 → \$27,000

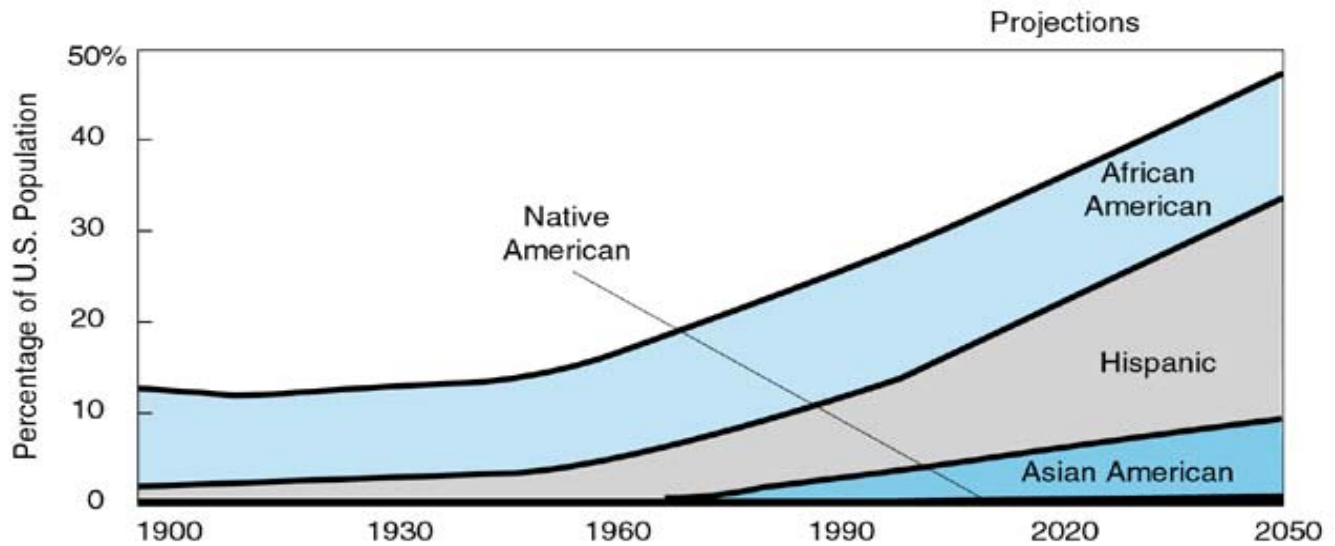
- Source: Minerbrook 1995: *Annual Editions 95/96* (Dushkin Publishing).

S111) Share of Fortune 500 Senior Management by Ethnicity in 1995

Ethnicity	% of Fort. 500 Sen. Managers.	% of Population	Degree +/- Represented
White Men	97.0%	35.4%	X
African Americans	0.6%	12%	X
Latinos	0.4%	10%	X
Asian Americans	0.3%	4%	X

*Source: Federal Glass Ceiling Commission, *Good for Business: Making Full Use of the Nation's Human Capital* (March 1995); US Bureau of the Census 1993 estimates for 1996).

(S112) Share of Minorities in the US Population: 1900-2050



The figures for the post-1998 period represent population projections by the US Census Bureau, 1999.

(S113) Racial Composition of US Population in 2001

	Pop. Size	% of Pop
Total US Population:	284,797,000	
Whites:	230,290,000	80.9%
Non-Hispanic White:	196,219,000	68.9%
Hispanics:	36,972,000	
Black:	36,247,000	
Asian:	10,983,000	
Multiracial:	4,076,000	1.4%
Native American & Alaskan:	2,726,000	1.0%
Pacific Islanders:	476,000	0.2%

(Source: Statistical Abstracts of the US for 2001 @ <http://www.census.gov/prod/2003pubs/02statab/pop.pdf>)

S114) Which Man appeared to possess more Intelligence, Charisma, Articulateness & National Political Experience in 2000?

Colin Powell's 2k Resume: George Bush's 2k Resume:

- Chairman Joint Chiefs of Staff (1989-1993), highest U.S. military position;
- Assistant to the President for National Security Affairs (1987-1989);
- 4-star U.S. General;
- Oversaw 28 crises, including Operation Desert Storm (in 1991 Persian Gulf war).
- Governor of Texas (1994-2000);
- "Official" F-102 fighter pilot in Texas Air National Guard.



- source: <http://www.state.gov/r/pa/ei/biog/1349.htm>
- source: <http://www.whitehouse.gov/president/gwbbio.html>

S115) How does the Chart below help Explain why Bush is Currently president rather than Powell?
Racial Composition of US Population in 2001

	Pop. Size	% of Pop
Total US Population:	284,797,000	
Whites:	230,290,000	80.9%
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Pacific Islanders:	476,000	0.2%

(Source: Statistical Abstracts of the US for 2001 @ <http://www.census.gov/prod/2003pubs/02statab/pop.pdf>)

(Slides 116-119 have been deleted)

Unit 9: Crime & Deviance

(S120) Topic Objectives for Deviance & Crime Topic:

- 1) What is social deviance?
- 2) How does society control deviance?
- 3) What sociological theories exist to explain deviance?
- 4) What forms crime takes, which are considered deviant, and how is crime measured?
- 5) When does drug use become a crime?
- 6) How does gender shape criminality?
- 7) How effective is the criminal justice system?
- 8) Does the criminal justice system discriminate?

(S121) Magazine Test on Deviance. Give your self one point if you've ever:

- 1) smoked a cigarette before you were 18?
- 2) had an alcoholic drink before you were 21?
- 3) gotten so drunk you passed out or couldn't remember what you did when you were drunk?

- 4) tried an illegal drug?
- 5) cheated on a test?
- 6) keep extra change from a cashier that wasn't really owed to you?

122b) Social Deviance: human behavior that violates a society's _____ and is _____ by society.

How would the following deviant acts be negatively sanctioned?

Child molesting?

Being a nerd in school?

Dressing "weird"?

S122c) US Attitudes on Homosexuality by Demographics, 2004*

Question: "Do you think homosexual relations between consenting adults should or should not be legal?"				
Group:		Yes	No	DK/Refused
National		52%	43%	5%
Race:	White	55	41	4
	Nonwhite	44	50	6
	Black	36	59	5
Age:	18-29 years	59	41	0
	30-49 years	58	34	8
	50-64 years	52	46	2
	50 years & +	45	51	4
	65 years & +	35	57	8
Education:	College graduate	71	24	5
	Some college	58	37	5
	HS Grad or less	37	58	5
Income:	\$75,000 & +	65	30	5
	\$50,000-\$74,999	53	42	5
	\$30,000-\$49,999	54	43	3
	\$20,000-\$29,999	47	45	8
	Under \$20,000	39	58	3
Community:	Urban area	56	38	6
	Suburban area	55	40	5
	Rural area	42	55	3

*Source: The Gallup Organization, Inc. (<http://www.albany.edu/sourcebook/pdf/t299.pdf>)

S123a) Rosenhan's Psuedo-Patient Experiment:

- _____ people show up at _____ complaining of _____;
- Immediately cease showing _____;
- Activities found suspicious:
- _____

- _____

Average time until detection? _____

Diagnosis? _____

S123b) Results of Rosenhan's 2nd Experiment: Judgments on 193 Pseudo-patients:

- _____ alleged with high confidence to be _____;
- _____ considered _____;
- _____ considered _____;

Why were over 20% of the patients now presumed to be "sane"?

Sociological Conclusion?

S124a: Dating & the Exercise of Informal Social Control Mechanisms:

Jim invites Tina out on a date and then:

- Shows up on his bike, and
- Orders lots of food & insists on splitting the bill.

How would the following social control mechanisms probably be exercised against him?

- Ridicule?
- Shame?
- Gossip?
- Ostracism?

◆ **S124b): Stigmatization:** the process of _____ full social _____ to an individual based on their appearance, personality, character, racial or social affiliation, or sexual orientation.

S124c) Common Objects of Stigmatization:

- Bodies:
- Style:
- ethnic & religious minorities:
- political rebels:
- sexuality rebels:
- sex category & gender rebels:

S126) Merton's Theory of Structural Strain

- Societies like the US socialize people to admire the _____;

- Whenever structural oppression prevents _____ via legitimate means (i.e., conformity), people respond with one or more adaptations that _____ (i.e., innovation, retreatism, rebellion, or ritualism) .

(S127a) Merton's 4 Adaptative Strategies:

- **Innovation:** finding an _____ to wealth & success if official/legal routes are blocked.
- **Ritualism-** obsessive conformity to rules & regulations when one is overwhelmed by bureaucracy or loses sight of the organizational goals.
- **Retreatism:** _____ the game & _____ out of mainstream society itself.
- **Rebellion:** adapting to an unpleasant reality by attempting to _____ of society itself.

S127b) Differential Association Theory: Exposure to people that are disposed to _____ causes higher levels of _____.

- The longer & more frequent the contact, the _____ the effect.

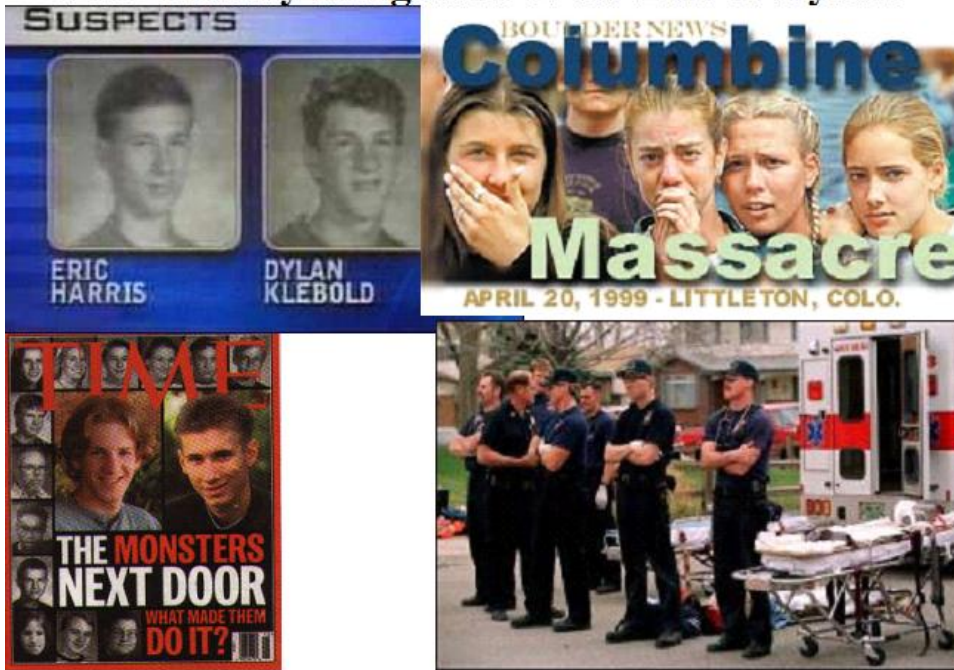
Evidence?

* Source: Coleman & Kerbo, *Social Problems*, 2003: 344-5.

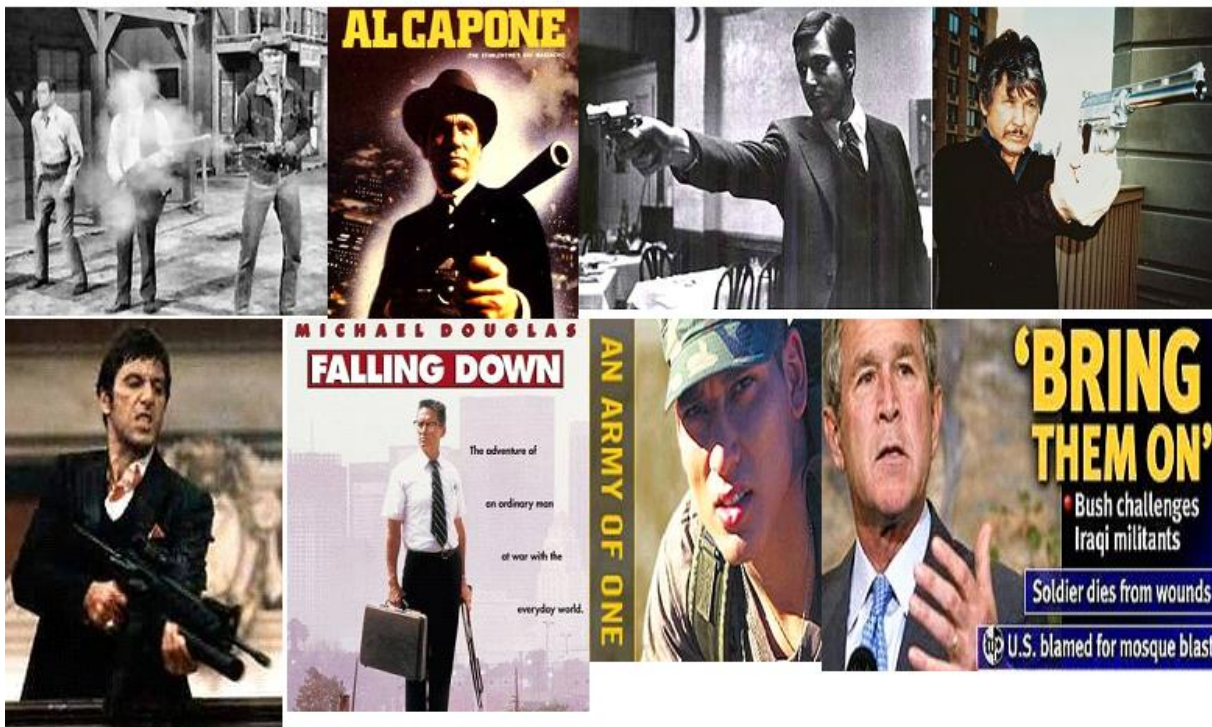
S128) Propositions of Social Control Theory

- That deviance is normal & expected, and it is _____ that needs to be accounted for.
- Factors determining whether kids will be _____;
- Strong _____ to parents, school, church &/or other community institutions;
- Strong commitment to conventional _____;
- Regular involvement in general activities; & sees social norms as valid.

How Socially Integrated Were Eric & Dylan?



What's a Man Gotta do to Prove Himself Around Here?



S129) Labeling Theory

- Most deviance is ignored or unpunished by society;

- Getting labeled a deviant creates a social _____ & _____ treatment by others, which in turn encourages resentment & more deviance in the future.

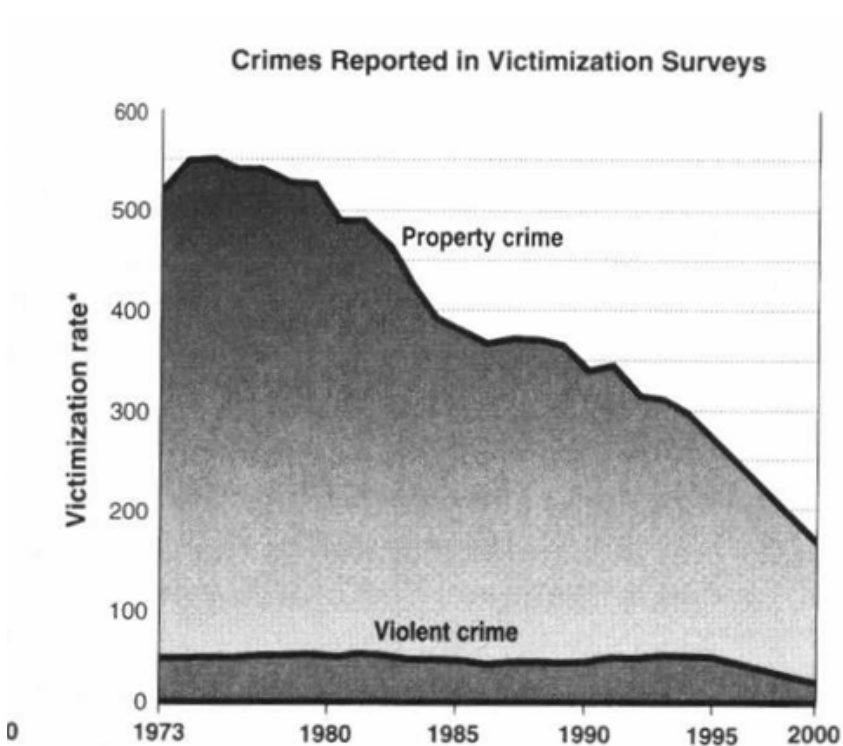
(S130a) **Types of Crime**

Violent Crimes: offenses against _____; **Examples?**

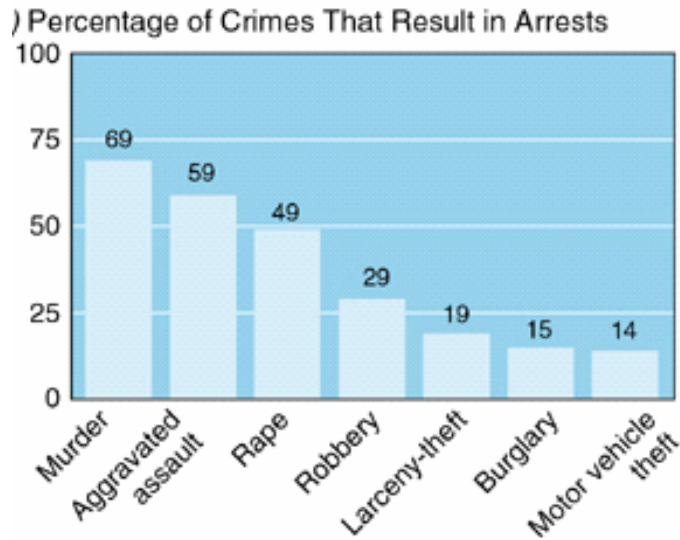
Property Crimes: crimes against _____: **Examples?**

Victimless Crime: crimes against the public _____ and _____.
Examples?

S130b) **Crime Rates over Past 30 Years:**

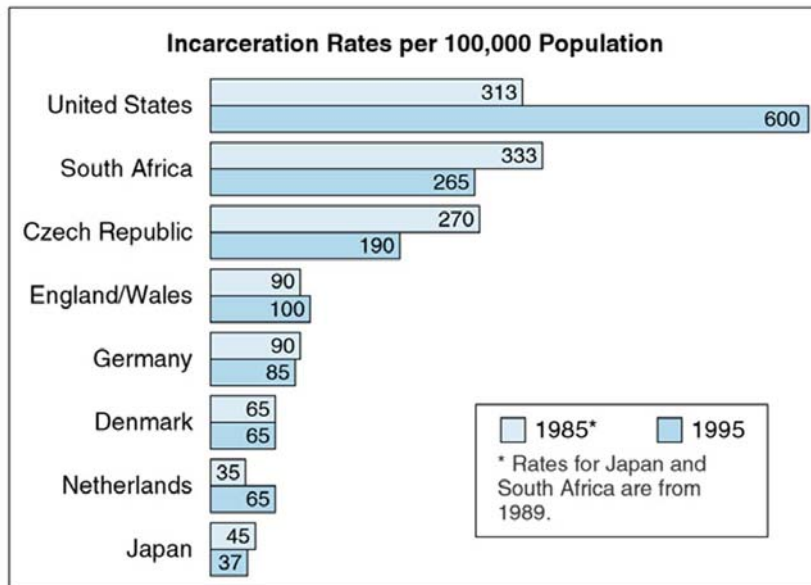


S130c) 2000 US Arrest Rates by Type of Crime*



* Sources: (a) Lawrence A. Greenfield, "Prison Sentences and Time Served for Violence," *Bureau of Justice Statistics Special Report* (U.S. Department of Justice, Office of Justice Programs), NCJ 153858, April 1995. (b) U.S. Department of Justice, 2000. (c) Federal Bureau of Investigation, 2000

S131) US vs. Other Industrial Powers' Incarceration Rates:



Source: www.sentencingproject.org/policy/9030.htm.

Country	Year	Total Homicide	Country	Year	Total Homicide
South Africa	1995	75.30	Australia	1994	1.86
Colombia	1996	64.60	Singapore	1994	1.71
Estonia	1994	28.21	South Korea	1994	1.62
Brazil	1993	19.04	New Zealand	1993	1.47
Mexico	1994	17.58	Belgium	1990	1.41
Philippines	1996	16.20	England/Wales ⁴	1997	1.41
Taiwan ¹	1996	8.12	Switzerland ⁵	1994	1.32
N. Ireland	1994	6.09	Sweden	1993	1.30
United States ²	1999	5.70	Denmark	1993	1.21
Argentina	1994	4.51	Austria	1994	1.17
Hungary	1994	3.53	Germany ⁶	1994	1.17
Finland ³	1994	3.24	Greece	1994	1.14
Portugal	1994	2.98	France	1994	1.12
Mauritius	1993	2.35	Netherlands	1994	1.11
Israel	1993	2.32	Kuwait	1995	1.01
Italy	1992	2.25	Norway	1993	0.97
Scotland	1994	2.24	Spain	1993	0.95
Canada	1992	2.16	Japan	1994	0.62
Slovenia	1994	2.01	Ireland	1991	0.62

S132)
**International
Homicide
Rates
(per
100,000
deaths)***

*Source:

www.gun_cite.com/gun_control_gcgvincnco

(11/25/02)

S133) Explaining the Failure of the US Criminal Justice System to Lower the Homicide Rate:

- 1) Most serious crimes can't be solved;
- 2) Harsh sentencing (i.e., "deterrence"), is not a strong deterrent to violent crime;
- 3) Drug repression has higher priority than controlling violent crime.

S134) Rate at which Serious Crimes are Solved in the US:

- Only _____% of all serious crimes reported result in an arrest;
 - Only _____% of arrests result in conviction;
 - Only _____% of all serious crimes reported lead to a conviction (i.e., $1/5 \times 1/2 = 1/10$)
- So how much of an impact can prisons have on serious crime?

S135a) Murder Rates in Various US States in 2002, per FBI*→

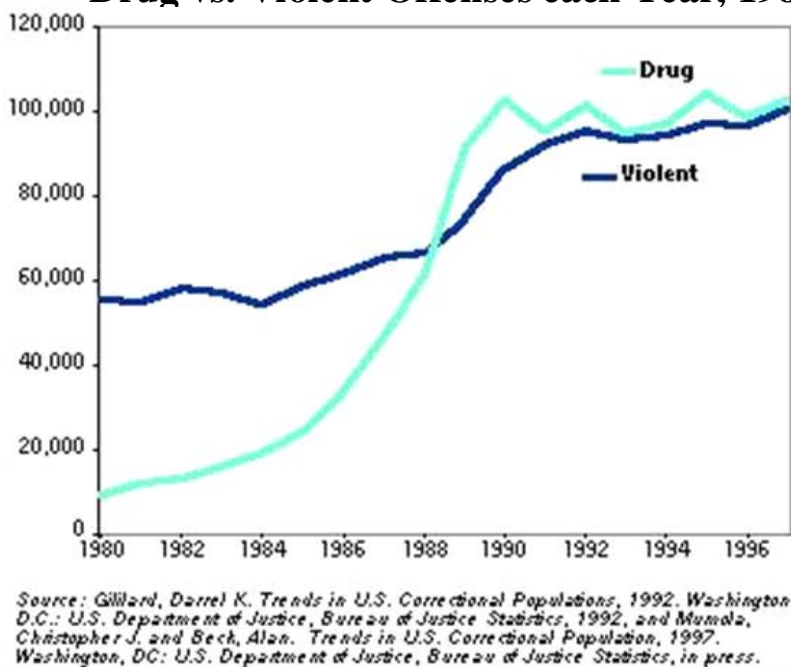
•In 2002, 66% of all US executions occurred in Texas, Missouri, & Oklahoma. Are citizens in those states safer?*

*: Murder= Murder & non-negligent man-slaughter; Source: http://www.fbi.gov/ucr/cius_02/xl/02tbl05.xls.

**Source: *Sociology the Core, 7e*, Hughes & Kroehler, 2005: 171.
-California=40 at 6.8

	STATE	Per 100k
1	North Dakota	0.8
2	New Hampshire	0.9
3	Maine	1.1
4	South Dakota	1.4
5	Iowa	1.5
6	Montana	1.8
7	Hawaii	1.9
8	Oregon	2.0
9	Utah	2.0
10	Vermont	2.1
	National Average	4.6
28	Oklahoma	
34	Missouri	
36	Texas	

S136) Number of people sent to US State Prisons for Drug vs. Violent Offenses each Year, 1980-1997:

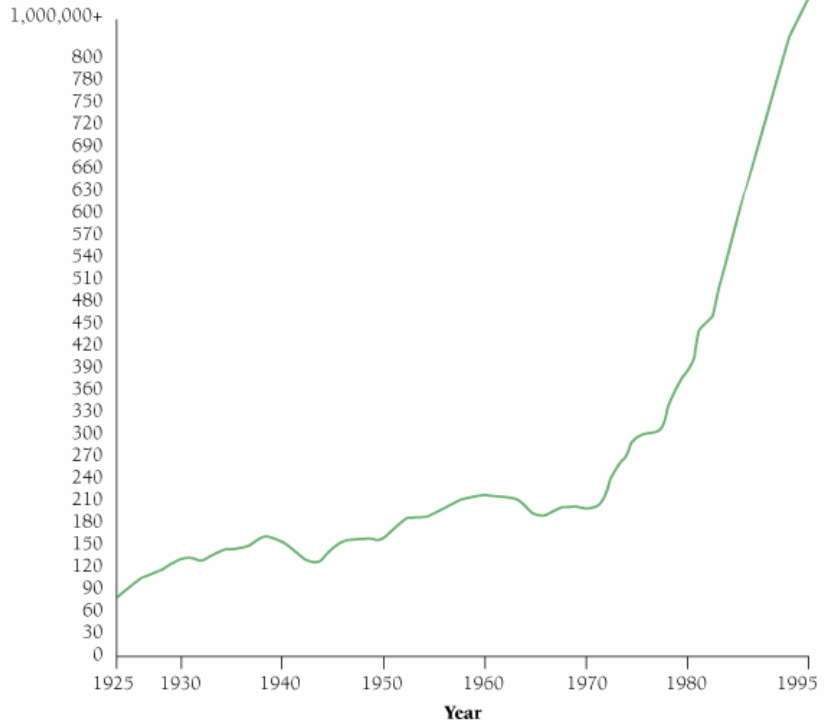


For details
see
<http://www.cj.cj.org/pubs/poor/pp.html>

Note: According to the US Bureau of Justice, between 1987-2003 5% of all U.S. homicides were drug-related (on average). See <http://www.ojp.usdoj.gov/bjs/dcf/duc.htm>.

S137) Growth of U.S. Prison Pop:1925-1995

Number of Prisoners
(in thousands)



Source: Bureau of Justice Statistics, 1982, *Prisoners 1925-1981*, Washington, D.C., GPO, 1982, and *ibid.*, *Correctional Populations in the United States*, 1995.

S137b) The Imposition of Mandatory Sentencing Laws:

“Mandatory Sentencing”: laws passed by the voters of 24 states, and for all federal crimes, that generally “mandate” or require:

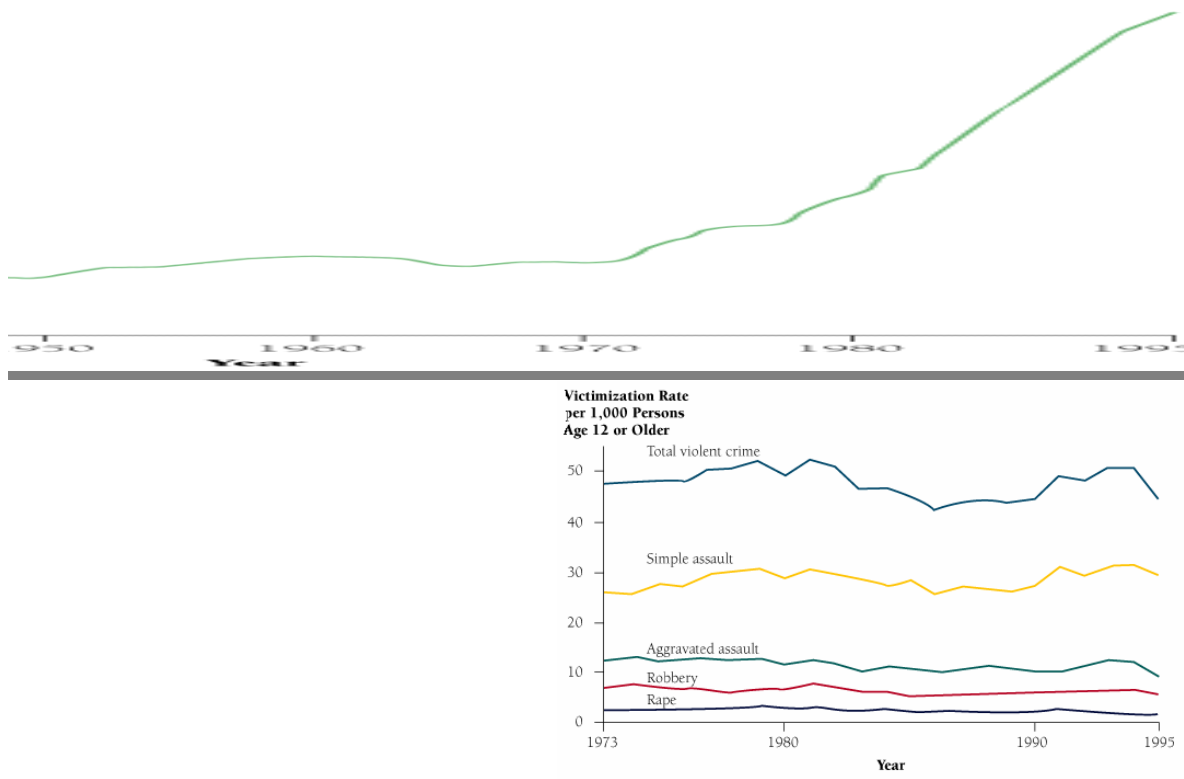
- 1) longer terms for _____ crimes;
- 2) _____ the sentences for 2nd strike-able felonies; and
- 3) requiring life sentences for a 3rd _____.

Source: National Institute of Justice, (1997) “Three Strikes and You’re Out”: A Review of State Legislation @ www.ncjrs.org/pdffiles/165369.pdf .

S138) Black/White Incarceration Rates by State (1996 US Census)

DC	49.0	MICHIGAN	9.4	ALABAMA	6.6
MINNESOTA	26.8	DELAWARE	9.4	MISSISSIPPI	6.6
WISCONSIN	21.3	UTAH	9.3	SOUTH CAR.	6.6
CONN.	20.0	VIRGINIA	9.0	TENNESSEE	6.5
IOWA	19.1	OREGON	8.9	NEVADA	6.5
PENN.	18.4	LOUISIANA	8.9	WEST VIRG.	6.3
ILLINOIS	17.2	FLORIDA	8.7	GEORGIA	6.3
NEW JERSEY	15.2	NORTH CAR.	8.7	NEW YORK	6.2
TEXAS	12.5	MISSOURI	8.4	NORTH DAK.	6.0
NEBRASKA	12.4	WASHINGTON	8.3	ALASKA	6.0
RHODE ISL.	12.4	KENTUCKY	8.3	SOUTH DAK.	5.8
CALIFORNIA	—	ARKANSAS	8.1	ARIZONA	5.0
MASS.	11.1	OKLAHOMA	7.8	NEW MEXICO	4.5
OHIO	10.9	NEW HAMP.	7.5	IDAHO	3.3
KANSAS	10.8	COLORADO	7.5	HAWAII	2.7
MARYLAND	10.2	WYOMING	7.4	VERMONT	2.5
INDIANA	9.5	MONTANA	7.1	NATIONAL	—

S139) US Incarceration Rate (top) vs. Violent Crime Rate



- **S140)** Comments of a New York director of Corrections Official: “building more prisons to address crime is like building more graveyards to address a fatal disease (Molowe 1994/Giddens 1996).
- What did he mean by this statement?

**S141) % of Crimes Committed by Men in 1992
(US Census 1994)**

Crime:	Percentage Male:	.
Murder	90.3	
Rape	98.7	
Robbery	91.5	
Assault	85.2	
Burglary	90.8	
Theft	67.9	
Auto theft	89.9	
Arson	86.6	
All serious crime	77.9	
(Gang membership	92%)*	.

*Data from 1998 Youth Gang Survey

Unit 10: “The Family”

S142a) Lesson Objectives:

- 1) What is a “family”?
- 2) What types of families have existed in Western Societies?
- 3) What caused most families in the West to evolve from an extended to a nuclear form?
- 4) What kinds of families exist in the US, and how numerous is each of these?;
- 5) Is the phrase “the family” an ideological or a descriptive phrase?
- 6) What benefits and problems have families created in the U.S.?

S142b) Changing definitions of the concept “family”:

1949: A social group whose members are related by ancestry, marriage, or adoption and live together, cooperate economically, and care for the young (Murdock 1949)*.

2003: “a group of people related by marriage, ancestry, or adoption, who live together in a common household” (Coleman & Kerbo 2003)**.

Sources: *- Murdock, George, *Social Structure*, 1949.; **- Coleman & Kerbo, *Social Problems*, 2003: 67.

How do these two definitions differ ideologically?

S142c: Forms of Family Households:

- **Extended families** are arrangements where _____ of kin provide the core emotional and living relationships
-need not involve minors & can be blended or unblended.
- **Nuclear families** are arrangements where _____ and their _____ constitute the core emotional and living relationship;

-need not involve minors & can be blended or unblended.

• **Other Non-Extended Families:**

-Single parent families (offshoot of nuclear family);

-Proxy nuclear family (children living with their grandparent/s, or uncle/aunt, etc.);

-Childless spouses, or a group of siblings, cousins, etc., without other kinds of relatives present.

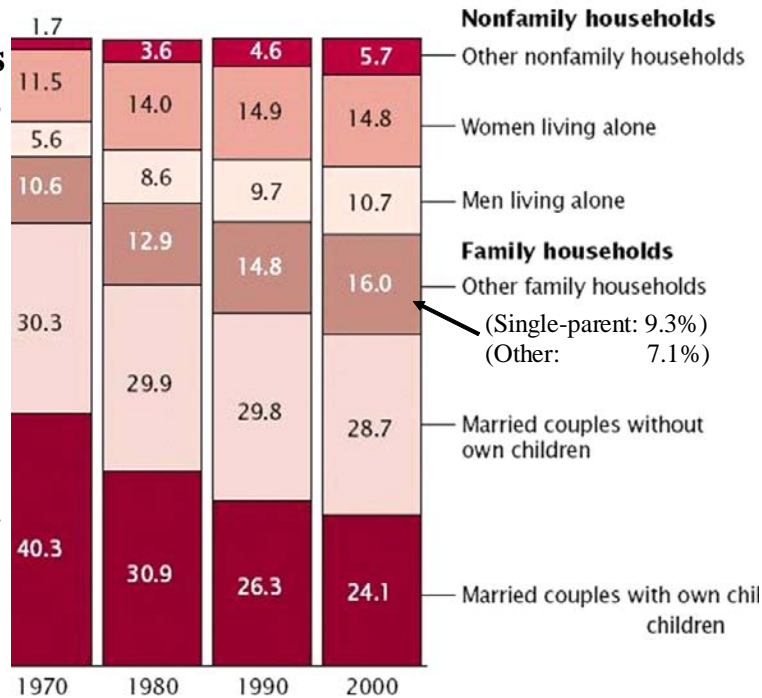
*: "Households consist of 1 or more people who live together."

S142d) US Households by Type, 1970-2000

-What types of families are most prevalent in 2000?

Source:

www.census.gov/prod/2001pubs/p20-537.pdf

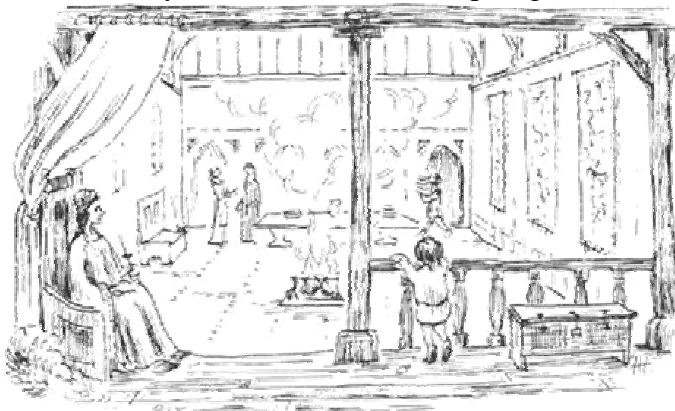


(S142e) How Changes in Aristocratic & Bourgeois Family Culture from 1500s-1800s gave Birth to the Modern Nuclear family.

(S142f) The Lack of Privacy of Medieval Homes:

Most Medieval Homes had:

- 1 large, communal, multi-purpose space;
- 1-2 bedrooms for an extended family;
- The family worked, relaxed & slept together.



(S142g) The Privatization of the Family:

- Over 16th-18th centuries, elite homes evolve from _____, open spaces to several closed rooms with _____ functions;
- Aristocratic & bourgeois families become more indulgent & focused on their _____;
- The child's emotional life becomes a _____ of the family, with greater parental-child intimacy;
- Women now were solely relegated to matters of the heart & caring for bodies.



- What new social role will this create for modern western women?

(S86) Characteristics of the Modern Western Family:

- Emphasis on childrearing & maximization of the child's development;
- Total separation of _____ & _____ assumed;
- Family idealized as a _____ world (free of state intervention).



S142i) Group Discussion Assignment for “Our Changing Family Life” video

- 1) Form into groups of 4-5 students apiece;
- 2) Generate a list of reasons why the extended family evolved into the nuclear family in the US between 1800-1960.
- 3) Have your group leader report your answers to the class.

S142j) **Group Assignment:** Which social party is at the heart of Western Political Liberalism & capitalist advertising?

1) “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”
(US “Declaration of Independence”, paragraph 2)

2) Who does Capitalist Advertising Glorify Most?



S142k) **Theoretical Question:** How are social groups like the family likely to fare in a society whose main ideology extols total freedom for individuals and business (i.e., free enterprise) over the needs of social groups and the collective?

S142k2)

Divorce Rate in the Major Industrialized Nations

Source:

MS Encarta 2003

Country	Marriage rate	Divorce rate
So. Africa	3.5	0.85
Spain	5.1	0.99
Israel	6.6	1.74
Portugal	6.4	1.79
France	5.2	1.98
Japan	6.3	1.98
Norway	5.6	2.04
Netherlands	5.6	2.12
Austria	4.8	2.29
Germany	5.2	2.37
Sweden	4.5	2.42
So. Korea	7.7	2.52
Denmark	6.7	2.54
Belgium	4.3	2.58
Australia	5.9	2.61
Finland	5.1	2.72
Switzerland	4.9	2.91
UK	5.1	4.19
USA		

S142l) 2000 US Census Family & Household Definitions:

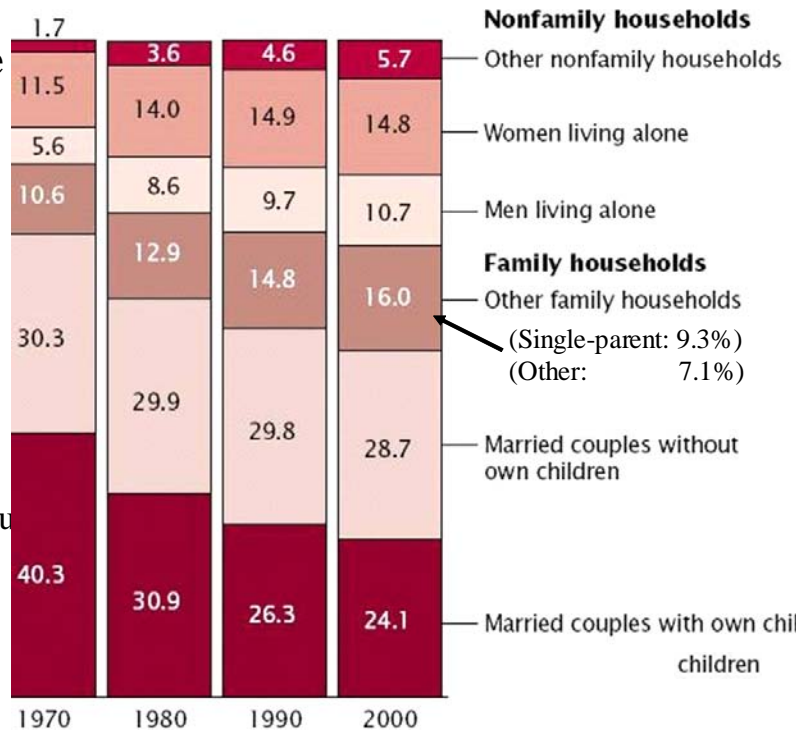
- **Household:** everyone living in a housing unit (1 or +);
- **Householder:** the legal owner/renter of the residence;
- **Family Household:** at least 2 members related by blood, marriage, or adoption, 1 of whom is the householder;
- **Non-family Household:** A single individual or a householder who shares the housing unit with non-relatives only; the householder's non-relatives may be related to each other.
- **Family Households:** composed of married couples or a man or woman living with other relatives (no children);
- **Own Children:** sons & daughters by birth, marriage or adoption that are never married & under 18.
- Source: <http://www.census.gov/prod/2001pubs/p20-537.pdf>

S142m) US Households by Type, 1970-2000

- What type of family was most prevalent in 1970?

- In 2000?

<http://www.census.gov/prod/2001pubs/p20-537.pdf>



S143a) Nuclear families: Size: _____% of all families w. children < 18 at home in 2002.

Pros:

- 1) Greater economic affluence (see S143b);
- 2) Affords better supervision & daycare alternatives;

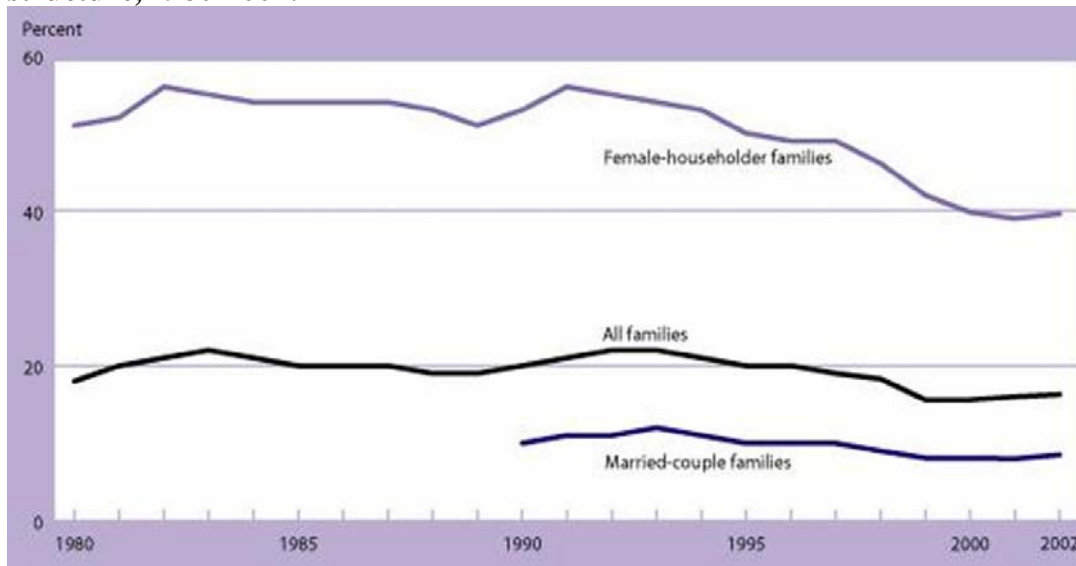
Why is this important?

Cons:

- 1) Promotes _____. What do I mean?
- 2) Gives husbands more say so on “_____”;
- 3) Promotes 2nd Shift (see chapter on Gender);
- 4) Makes female careers less likely. Why? (Less than _____% of US spouses believe

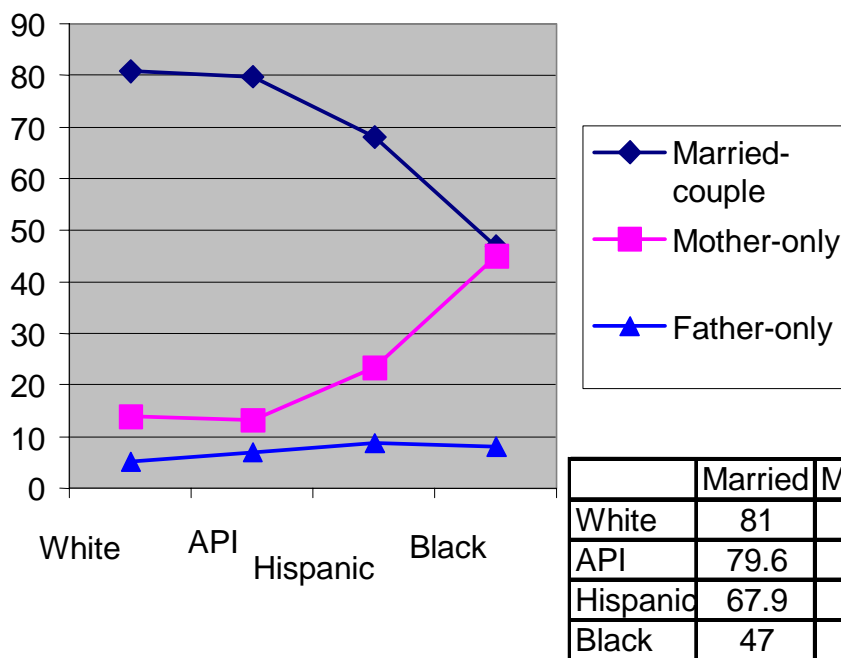
_____ - Pepper & Swartz 1983).

S143b) Percentage of related children under 18 living below selected poverty levels by family structure, 1980-2002:



NOTE: Estimates refer to children under 18 related to the householder. In 2002, the average poverty threshold for a family of 4 was \$18,392 in annual income. SOURCE: U.S. Census Bureau, March Current Population Survey.

S143c) % of each Family Type, by Race, in 2000



their biological

Source: *Statistical Abstract of the United States: 2002*

Pros: Children less likely to adopt rigid gender stereotypes;**

Cons (compared with dual-parent kids) :

- ___x higher rates of juvenile delinquency;

-Higher school _____ & _____ rates;

-More likely to have out-of wedlock children themselves;

-Greater likelihood of ending up in poverty (about _____x higher in single-mother families).

Sources: * Hughes & Kroehler, *Sociology the Core*, 2005:346-48; ** Stevenson & Black 1988, "Paternal absence and sex-role development". *Child Development*, 59, 793-814

S143f) Cohabiting Families: (i.e., residing together outside of marriage)

- _____% of all out-of-wedlock births are to cohabiting mothers;
- A _____ of 1st & 2nd marriages began as cohabiters;

Problems confronting Cohabiting Families:

-Higher rate of school troubles & emotional/behavioral problems than for single-mother kids (for white & Hispanic teens)*;

-Women cohabiting for longer than a year are _____x more likely to get hit by their men than are women who have been married for longer than a year**;

*: Nelson, Clark & Acs 2001, *Beyond the two-parent Family*;

**Kenney & McLanahan 2001:14 @ www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney_mclanahan.pdf;

S143g) Profiles of Cohabiting Men & Violence-Prone Men*:

Compared to married men, cohabiting men are more likely to be*:

- Younger,
- less-educated,
- lower-paid,
- more unemployed,
- have less stable job histories, &
- using more drugs.

Factors that increase the likelihood of male violence:*

- being young,
- having less education,
- having a low income,
- being unemployed,
- having a low income,
- using drugs.

Note: Figures on cohabiting men apply only to men who have cohabited longer than 1 year.

*: Kenney & McLanahan 2001:8-12 @ www.jcpr.org/wp/wpdownload.cfm?pdfink=wpfiles/kenney_mclanahan.pdf.

S144a US Incidences of Domestic Violence & Abuse:*

- _____% of women reported being physically assaulted by an intimate partner (2000);
- _____% of married women reported marital rape (1990);
- _____% of pregnant women battered by spouses or partners (1994);
- _____% of Americans believe a "good hard spanking" is sometimes necessary (1994)

How could a "good hard spanking hurt anyone?"

-Children spanked regularly are more likely to be _____

_____. * Source: Hughes & Kroehler, *Sociology the Core*, 2005:352-3

S144b US Incidences of Incest and Sexual Abuse:

- ____% of women & 16% of men disclosed being sexually abused during childhood in a 1985 survey;*

- ____% of women reported being abused by a relative by the time they reached 18 (1987);*

Sources: * Hughes & Kroehler, *Sociology the Core*, 2005:352-3; ** Anderson 2003:186, *Thinking About Women*.

S144c) Social conditions of most sexually abusive households:*

- 1) Perpetrators are usually the father, uncle or other male authority figure;
- 2) Physical force and coercion used by above men to control their families;
- 3) Mothers are usually _____, have low _____, are emotionally battered, and overly _____ on the men in their lives;
- 4) No one will listen to the child due to shame, fear, or social isolation.

Source: * Hughes & Kroehler, *Sociology the Core*, 2005:353.

S144d) Traits of a High Quality Day Care Facility:*

- Small size;
- Low _____ - _____ ratio;
- Well-trained staff;
- Good Equipment;
- Healthy/caring Environment.

* Source: Public Agenda 2000; Hughes & Kroehler, *Sociology the Core*, 2005:354.

Is this what the majority of US day care centers look like?

S144e) The State of Child Day Care in the US:

-1995 study of 400 large child-care centers in 4 states: found: "[t]he level of quality... at most U.S. child-care centers...does not meet children's needs for health, safety, warm relationships and learning";¹

-“Family day care” provided approximately 66% of US child care in 1986, but ____% were unregulated & only ____ of the providers had any training;²

Findings of a 1997 US Congressional study:

- Child care quality in over ____% of child-care centers did not meet the “high standards” of the Early Childhood Environment Rating Scale;

- ____% of non-regulated day care providers were illegal, and ____% of them offered inadequate child care quality;

-There is a ____% yearly turn-over rate for child day-care teachers;³

-Childcare workers are in the lowest ____% of wage earners in the US;⁴

1) Garber 1998, “Three studies chart quality, child welfare” @ <http://pressherald.maine.com/specialrpts/daycare/super2.html>; 2) Eheart 1987, “Training Day Care Providers” @ www.ericdigests.org/pre-925/day.htm; 3) www.policyalmanac.org/social_welfare/archive/child_care.shtml ; 4) Hughes & Kroehler, *Sociology the Core*, 2005:354.

(S144e2) Percentage of US Children in Self Care (i.e., no adult supervision):

- ____% of children 6-12 regularly cared for themselves after school (2002 Urban Institute Study) [1];
- ____% of 12-year-olds regularly cared for themselves while their parents were at work (U.S. Department of Education 1998) [2];
- ____% of children 12-14 regularly cared for themselves after school (US Census 2000) [3]

(1) www.childrensdefense.org/earlychildhood/schoolagecare/keyfacts2003_schoolagecare.pdf;

(2) www.nwrel.org/request/jan99/article4.html;

(3) www.census.gov/Press-Release/www/2000/cb00-181.html .

S144f Maternity Leave Levels by Selected Country

Weeks of Maternity Leave at 100% of Pay:		Weeks Off : % of Pay:	
France	26	South Africa	12 45%
Vietnam	24	United States	
Russia	20	New Zealand	14 0%
Chile/Cuba/Belarus		Japan	14 60%
Norway/Ukraine	18	Canada	18 55%
Brazil	17	Italy	20 80%
Poland	16.5	Australia	52 0%
Netherlands/Spain	16	Sweden	52 90%

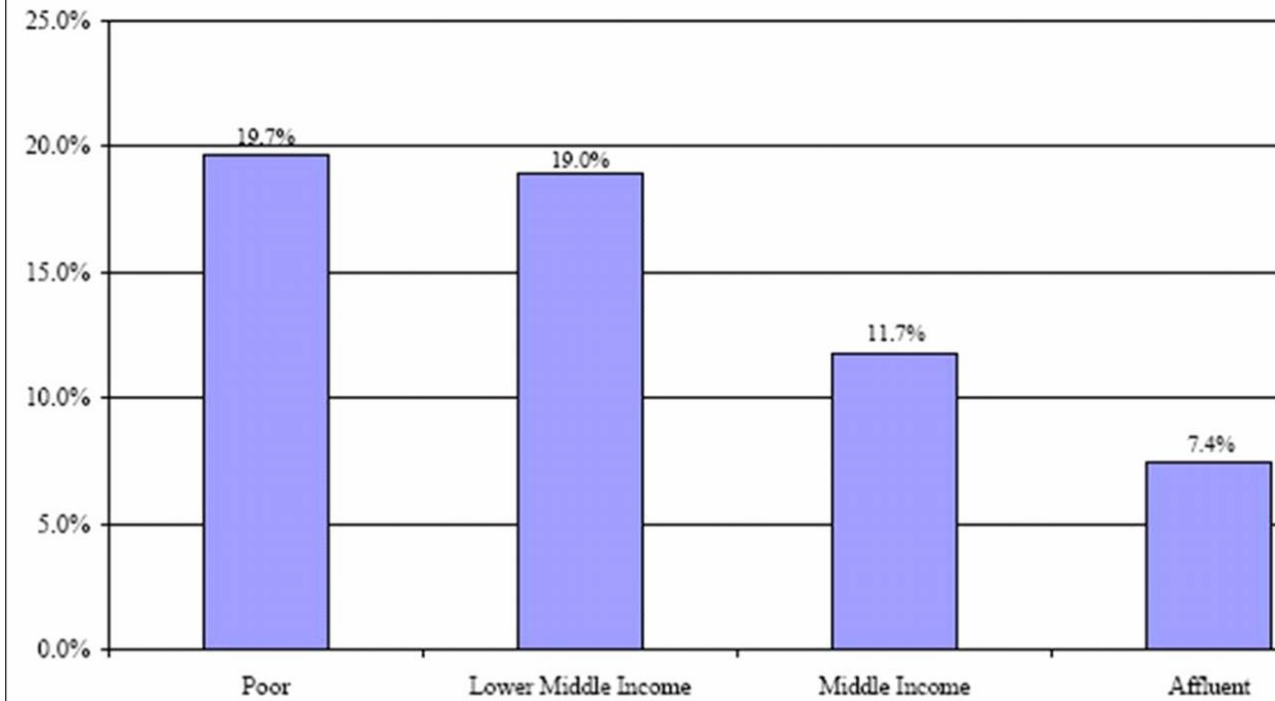
Source: International Labor Organization, 1997 Report (as found in *Sociology the Core* 6th edition: 260.

S144g: Percentage of People Living in Poverty in Various Nations of the Industrialized World (1990 -2000)*

Nation	% in Poverty	Nation	% in Poverty
Luxembourg	3.9	Switzerland	9.3
Finland	5.4	Spain	10.1
Sweden	6.6	Austria	10.6
Norway	6.9	Japan	11.8
Germany	7.5	Ireland	12.3
Belgium	8.0	United Kingdom	12.5
France	8.0	Canada	12.8
Netherlands	8.1	Australia	14.3
Denmark	9.2	United States	

***Poverty = having less than 50% of the median disposable household income.**

Source: www.undp.org/hdr2003/indicator/excel/hdr03_table_4.xls

S144g) The Costs of US Child Care:**Chart 28: Average Percent of Family Income Spent on Child Care, by Income-to-Needs Status (1998)***Sawhill/Thomas
Brookings (2001)

*Among families estimated to have paid for child care. For the purposes of this table, Income-to-Needs status is assigned before family income is adjusted for child care expenses, but after adjustments have been made for tax liability, EITC receipt, and Food Stamp benefits.

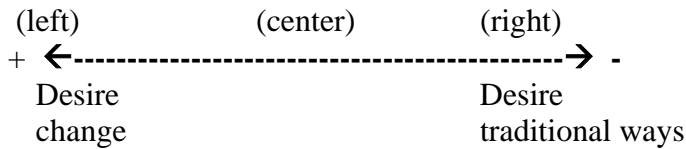
Unit11: Social Change & Social Movements**S146) Class Objectives: Social Change & Social Movements**

- How and why does social change occur?
- What are the causes of social movements?
- What types of social movements exist?, and
- What has been the US government's response to various social movements?

• **S147) Social Change:** the process whereby patterns of social behavior, relationships, institutions and stratification systems are _____.

(S148) Social Change in the US over the Past 2 Centuries:

- In 1790 ____% of population lived in rural areas, (today ____% live in towns & cities);
- Until 130 years ago, slavery still existed in the US;
- Until mid-20th century-religion shaped many laws & customs of life.

(S149) Political Category per Attitude toward Social Change**S149b) Instructions: List 3 Real World Examples of each Political Type (in US or Abroad).**

Radicals * Reformists * Conservatives * Reactionaries

- 1) Reactionaries: people who find social change so distasteful they want to return politically & socially to a much earlier era.
- 2) Reformists: people who wish to modify the system but not completely replace it.
- 3) Conservatives: people who wish to maintain the status quo of wealth, power & social customs.
- 4) Radicals: people who aim to replace the system with a markedly new system.

(S150) Absolute Deprivation Theory

■ Marx/Engels argued that when workers became so impoverished by _____ that they could no longer support themselves, they would _____.

■ But do most of the poorest nations experience revolutions?

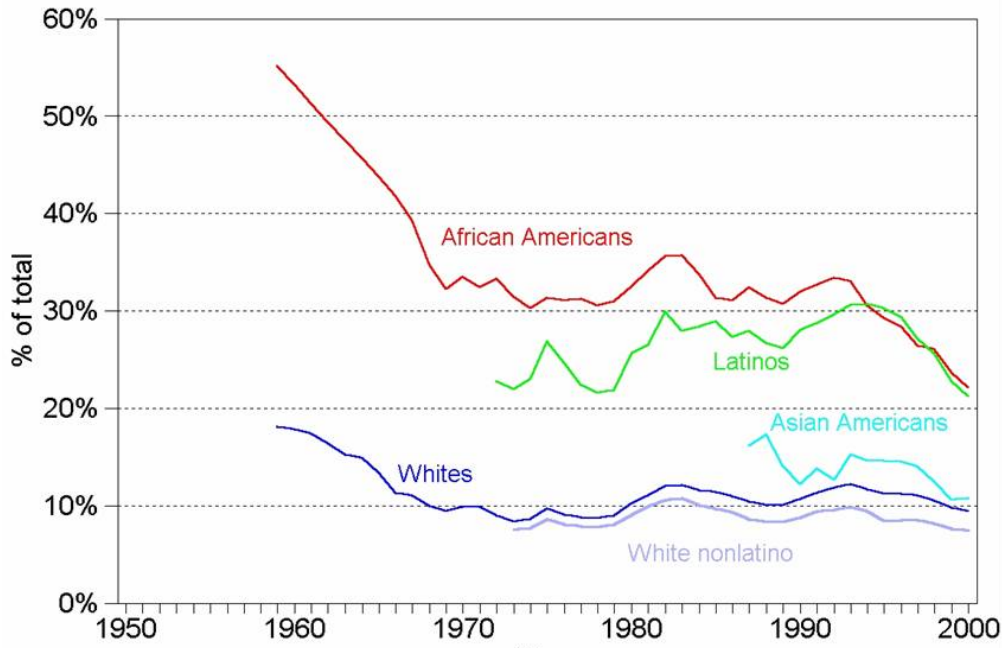
- **S151a-b) Relative Deprivation:** What's important is not how deprived one _____ is, but how
- deprived one _____.

Whenever people's living conditions improve->expectations go up .

--But if improvement in conditions slows down, people begin to _____;

How does this explain the timing of the 1960s Counter-Culture & the "Black Power" movements (see graph below)?

Poverty rates by race/ethnicity



Source: US Census @ www.bsos.umd.edu/socy/vanneman/socy441/trends/povrace.html

(S152) Resource Mobilization Theory:

- Revolutions & social movements can't succeed unless they have the proper _____ and _____ forms to survive.

- US example of this ?

(S153) Example: Black Liberation Movement

- Arose due to preexisting base of organizations in South which allowed people to:
- form _____;
- get friends _____;
- have voter registration/sit ins (i.e., SNCC, SLCC, NAACP, COR, Church Groups, unions, etc.)

S154a) "Theory of Protest" Requirements of Successful Revolutions:

- Good _____ (i.e., underground party in Russia);
- Proper _____ (political support, weapons, medicine, etc.);
- Common _____ which unite people (China-anti Japanese struggle, Russia-out of WWI)
- Opportunity- important _____ incidents.

S154b) How did these events lead to a “turning point” in US politics?
Turning Points?



S155) Using the Theories to Explain 60s Movements

- **relative deprivation:** white teenagers frustrated in 1960s growing up in most affluent point in US history → expected more out of life than 9-5 job;
- **resource mobilization-** groups like Black Panthers able to use the organizations formed during Civil Rights struggle to recruit new members (voting roster as mailing lists);
- **theory of protest-**common opposition to Vietnam War united many groups which otherwise wouldn't have worked together.

Unit 12: Sexuality:

S52a) Lesson Objectives:

- 1) Is there anything natural about our current sexuality/sexual relations;
- 2) Is there any such thing as natural sex or a natural sexuality;
- 3) How has our conception of sexuality changed over time?

S52b) Sex vs. Sexuality:

Sex: physical activities involving bodies intended for either _____ or _____ pleasure.

Sexuality: all of our sexual _____, desires, preferences, orientations, & behaviors.

S52c) Contemporary Human Sex Categories:

- Male (person with penis/testes; xy chromosome, etc.);
- Female (person with vagina/ovaries; xx chromosome, etc.);
- Hermaphrodite (different combinations of _____ & _____ reproductive organs);

(Are these 3 categories products of biology or culture?)

- Post-Operative Transsexual (person who has changed their _____ through surgery).

(Is this category a product of biology or culture?)

S53a) Partial List of Human Sexual Orientations:

- **Heterosexual** (someone who is only attracted to the _____ sex category);
- **Homosexual** (someone who is only attracted to the _____ sex category);
- **Bisexual** (someone who is attracted to _____ sex categories);
- **Pedophile** (someone who is attracted to _____);
- **Necrophile** (someone who is attracted to _____);
- **Zoophile** (a person into _____).

(S53b) Theories of Sexual Orientation-- Essentialism vs. Social Constructionism:

Essentialism: the belief that we are born with a _____ which we grow into;
What evidence suggests to back up this claim?

Sexual Constructionism: the belief that humans _____ sexual identity & orientation through social learning & interaction with others.

What evidence suggests to back up this claim?

S53c) US Attitudes toward the legality of homosexual relations by Demographic Group (2004)

Question: "Do you think homosexual relations between consenting adults should or should not be legal?"				
Group:		Yes	No	DK/Refused
National		52%	43%	5%
Race:	White	55	41	4
	Nonwhite	44	50	6
	Black	36	59	5
Age:	18-29 years	59	41	0
	30-49 years	58	34	8
	50-64 years	52	46	2
	50 years & +	45	51	4
	65 years & +	35	57	8
	Education: College graduate	71	24	5
Education:	Some college	58	37	5
	HS Grad or less	37	58	5
	Income: \$75,000 & +	65	30	5
Income:	\$50,000-\$74,999	53	42	5
	\$30,000-\$49,999	54	43	3
	\$20,000-\$29,999	47	45	8
	Under \$20,000	39	58	3
	Community: Urban area	56	38	6
Community:	Suburban area	55	40	5
	Rural area	42	55	3

*Source: The Gallup Organization, Inc. (<http://www.albany.edu/sourcebook/pdf/t299.pdf>)

(S53d) **Homosexuality in Ancient Greece: Homosexuality in general was an acceptable lifestyle in Ancient Greece.** It carried no stigma such as sometimes occurs in our own society. **Same-sex unions were often thought to involve a “purer” or “higher” form of human attachment.** In *Same-Sex Unions in Premodern Europe*, historian John Boswell reminds us that **in Plato’s Symposium, “heterosexual relationships and feelings are characterized as ‘vulgar,’ and their same-sex equivalents as ‘heavenly’”** (Boswell 1994: 74). This attitude involves gender inequality because although male homosexual relationships and friendships were thought to represent the highest form of love and friendship, **women were not thought to possess the intelligence or moral integrity needed for such friendship** (Boswell 1994). Source: Westheimer, Ruth. 2004 (p. 31). *Human Sexuality: A Psychosocial Perspective*, 2e

S53e) Native American Religious Berdaches (i.e., Twin Spirits)



S53f) Definitions of “Natural”:

1) “Fixed or determined by nature; pertaining to the constitution of a thing...”
(Webster Dictionary)

2) “in accordance with nature; relating to or concerning nature...”
(Worldnet Dictionary)

Source: <http://www.webster-dictionary.org/definition/natural>

(S53g) The Trifurcation of Sexuality in the late 1800s

Heterosexuality
sexuality < Bisexuality
Homosexuality